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AGNES SCOTT

THE ALUMNAE QUARTERLY VOL. 50 NO. 1

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Front Cover:

Christy Theriot Woodfin's interpretation of the Magic of Agnes Scott.

The Magic of Agnes Scott

Or, How to Keep the Faith

By JULIA T. GARY



*What is Agnes Scott in 1971? And she who lives there, who is she? How has she changed since 1910? 1940 or 1960? What are her questions? How does she find the answers? And most important, why has she continued to come to Agnes Scott since 1890? The essence . . . the spirit . . . the magic—what is it that makes Agnes Scott a special place? That makes her a special woman? The 1971-72 series of *Alumnae Quarterlies* will focus on Agnes Scott College—her position in a changing world, her influence and what she has meant to alumnae, the life and times of the contemporary Agnes Scott student, the value of her rare brand of education.*

Why bother? Because it is time for us to become aware of our responsibilities as alumnae—for support and concern. Because Agnes Scott is worth it.

First, let's look at Agnes Scott's position in the current, kaleidoscopic world. Dean Julia Gary answers some blunt questions in a speech delivered to an Agnes Scott Alumnae Club and adapted for us:

Whether we like it or not, we must face the fact that higher education in the United States is in a state of crisis. It is believed by many authorities that this state of crisis will persist at least through the 1970's. In mid-summer of 1971, it was estimated that there were 400,000 empty spaces in American colleges and universities and that at least 20,000 of these spaces would remain empty when colleges opened in the fall. In a recent report issued by the Association of American Colleges, it is predicted that fifty percent of all private accredited four-year institutions will be closed in ten years. The same report states that over sixty percent of the private institutions in the United States had operating deficits in the 1970-71 fiscal year. These deficits ranged from \$2,000 to \$4,000,000.

Many institutions, especially private colleges, report sharp declines in enrollment and predict that this will continue. Some very respectable colleges are attempting to recruit new students from the waiting lists of the more fortunate institutions; others have re-quested lists of students who have been excluded for academic reasons, with the hope that these students may be attracted to their college.

While many colleges and universities are being forced to cut faculty and to increase class size as an economy measure, the market is flooded with competent and well-trained young scholars, ready to assume teaching positions. At contract time last spring, many colleges voluntarily froze salaries, some even cut salaries—before the current wage price freeze.

Private colleges have been forced to raise their fees, increasing the demands for

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The Magic

(Continued)

scholarships to meet the tuition rise and to ease family financial burdens produced because of national economic trends.

At the same time, there is the stark realization that some of the top students in the 1971 high school graduation classes simply have decided not to attend college at the present time.

Agnes Scott College is not immune to all of these trends. It would be easy for us to be discouraged, depressed, pessimistic. This is not, however, the climate on the Agnes Scott campus. Agnes Scott is so very much more fortunate than many colleges that she can accept the crisis as a challenge to best efforts.

A number of circumstances make it possible for this college to accept the crisis as a challenge rather than as impending doom. One of the most notable among these is the very wise handling of the college's invested funds. A second reason is surely the fact that our enrollment of 673 is down only about 25 from the usual 700. Increased alumnae giving, as recognized by the award from U. S. Steel for sustained giving to the annual fund, is an additional contributing factor. As a result of these financial considerations, Agnes Scott operated in the black for the 1970-71 session and is not predicting an operating deficit for the current fiscal year. Last, but by no means least, is the splendid spirit of cooperation among faculty and administration and the evident loyalty of the alumnae.

We cannot, indeed we must not, become complacent. The scholarship budget, already up to \$236,000 in 1971-72 from \$200,000 in 1970-71, will, in all probability, have to be increased further. Because Agnes Scott is a small college, demanding academic excellence, there is a spiraling need for visiting scholars, special lecturers, and seminars led by noted authorities. There is a marked rise in the cost of plant maintenance, due in part to an unexpected increase in federally enforced unemployment benefits and an anticipated rise in the minimum wage. There is a growing need for new physical facilities on the campus, a student union and a gymnasium among them.

We must continue to give modest increases in faculty salaries, an item to which President Alston has always given top priority. Especially on the part of our new and younger faculty, there is a desire for increased financial support of faculty research.

What are we doing to meet the challenge? One of the most obvious commitments is to an increase in the scope and type of recruitment efforts. The addition of an assistant to the Director of Admissions gives a total of three young women who will spend a great portion of their time traveling to secondary schools, both private and public, and to junior colleges to acquaint students and counselors with Agnes Scott. In addition, the Alumnae Office in cooperation with the Admissions Office, is now launching a program involving selected alumnae more actively in the recruitment process.

The recent appointment of a committee on publications is an attempt to improve the public image of the college. This committee will review all printed material, brochures, and pamphlets which go to prospective students, schools, alumnae, and friends of the college, and will plan for the production of slides and film strips.

Newly inaugurated flexibility in admission requirements allows the substitution of the American College Testing Program for the more traditional College Entrance Examination Board tests. Certain exceptionally well qualified freshmen are now being accepted on early admission, a program whereby a student comes to Agnes Scott before completing her high school work. The recent inauguration of joint enrollment programs for high school students in the Atlanta area will allow students to be enrolled in both Agnes Scott and a public high school, earning college credit and receiving a high school diploma at the end of the session.

An intensive study of curriculum and degree requirements now underway is an attempt to make the educational experience in the 1970's as meaningful to present students as the experience was to alumnae five, twenty-five or fifty years ago.

*And so they speak, these alumnae of Agnes Scott.
From 1916, 1940, 1962, and 1971, they speak of
what she has meant to them, what she stands for,
what the educational experience is all about—
the Magic.
Mary Ellen Harvey Newton '16, civic leader,
community worker, loyal supporter of Agnes Scott,
looks backward fifty-five years:*

From Agnes Scott-My Passport for Life

By MARY ELLEN HARVEY NEWTON '16

There are certain qualifications that have to be met to be granted a passport. When these qualifications are met and the passport is granted, the owner can travel far away, go places, and do things. My passport from Agnes Scott has brought me great satisfaction; it has given me many privileges; however, it has made me shoulder many responsibilities. In earning this Agnes Scott passport I was taught **to learn, to live and to love.**

As a member of the Class of 1916 I was present at the twenty-fifth, the fiftieth and the seventy-fifth anniversary of the College. Perish the thought of my attending the one hundredth, but who knows? I have known all three presidents of Agnes Scott. Each one of these men has influenced my thinking and my activities.

In 1916 few women went to college. Most of my friends were married after graduating from high school. My parents said "We will send her off to school; that will put off marriage for a while." I was very young and immature but not immature enough to want to go to a finishing school. One of my high school teachers had been to Wellesley. She preached "going to college" to a group of us, and made us see the wisdom of seeking a real education. My life had been one of gaiety, singing, dancing, and playing.

When I entered college, this dancing, singing and playing had to be tempered by studying, not studying just a little but studying hard. This I had to do if I made the grade at Agnes Scott. One day one of my professors said to me "I think you waste a lot of time. Can't you organize your time?" I learned the art of not wasting time, of planning my studying, my activities, and my leisure hours. I have continued to organize throughout my life—

whether it be a meeting or a party. I learned to organize at Agnes Scott.

German was my major subject. It was difficult. In learning German I found the full meaning of mental discipline. The mind must be disciplined; it must be managed; it must be trained to think, to act, to work out the problems of living. Little is this realized by a college student. To the student, studying is done to learn a specific subject. Seldom does she know about the long-term training being gained by hard study.

Today I take great pleasure in learning. There is an insatiable desire to know about many things, both old and new. This longing for knowledge came from study at College. I love new ideas, new developments of old ideas. I find great pleasure in reviewing worthwhile things already learned. Memory is a real treasure. It is satisfactory to pull German words and phrases out of my memory, German that I learned more than fifty-six years ago. I enjoyed speaking the German that I remembered on German ships, where the waiters and some passengers knew little English. How their faces would light up when an American came out with some German phrase or a bit of long remembered German verse. It has also been satisfactory, with the help of one who knows more Latin than I, to translate a motto on a family coat of arms. The most fun of all is to pull out of the past some French expressions and to chatter about a Latin phrase "Gaudeamus igitur semper" with a much-loved granddaughter.

More than being taught **to learn**, Agnes Scott taught me how **to live**—maybe this is a strange commentary—but at Agnes Scott I learned how to live not by studying but by doing.

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My Passport for Life *(Continued)*

Being president of a student organization gave excellent training. We learned how to preside at a meeting, how to handle the order of business, how to make up committees, how to choose chairmen, above all, how to work with people. The jobs had to be done. The right people had to be found to do the specific pieces of work. If possible, everybody must be made important. In Red Cross activities, patriotic organizations, parent and teacher groups, and church groups, many times I have said "Thank you" to Agnes Scott for training that came to me through extra-curricular activities. Unknowingly, I was learning many things; especially was I learning how to organize and how to work with people.

Agnes Scott taught me the lesson of listening to others, and it taught me to think clearly. In working with people, we feel they want to be heard. A good listener may become a good friend. Being able to listen keeps a member on any board. Listening gives time to crystalize thinking.

Working in Blackfriars, the newly organized dramatic society, taught me many lessons. Through experiences in acting and speaking, we learned to appear before the public without having "shaking knees." We learned to sense the feeling of an audience, whether they liked us or not. It is interesting to watch an audience for its reaction. Maybe that audience is not being held and we change our tactics to renew the audience's attention. I was armed with these things when I became a teacher and later when I made many talks for the Red Cross, and when I served on the Decatur City School Board. I spoke to many different groups, to many types of people, both white and black, and I always went back thankfully to my Agnes Scott training.

HOASC was founded my senior year. This organization was made up of those who had given unselfish service to Agnes Scott. Later HOASC became Mortar Board. When one of my daughters was initiated into that organization, I had the privilege of joining with her. Now I have a granddaughter, Class of 1970, who is also a member of Mortar Board.



Mary Ellen Harvey Newton '16 and her husband Henry Edgerton Newton in June, 1971, shortly before their golden wedding anniversary

Service played a great part in the life at Agnes Scott. In learning to serve our alma mater, we learned to serve our community. In 1916 the YWCA was a potent factor at Agnes Scott. Students practiced Christian Fellowship and made an effort to carry it to others. Through the YWCA I began to work with a group at the Settlement House of Fulton Bag and Cotton Mill. Because it was located far away from Agnes Scott, we traveled on the street car for part of our journey and then walked many blocks to our destination. When we got off the streetcar we were always met by a group from Emory. Miss Hopkins had been assured that these were "fine young gentlemen" who escorted us through the dilapidated mill village and through a long and dark underpass. For the first time in my life I learned to know, to love, and to work with mill people and the underprivileged. This experience led me after graduation to work with the underprivileged in North Montgomery, where there were factories of different kinds. I also helped direct Girl's Club at the YWCA.

At Agnes Scott I learned to love those who needed love.

Agnes Scott also taught me to love the Lord. There was a strong religious influence; it was sort of atmospheric. At Agnes Scott I was taught to give God's message. I remember the first Vespers that I ever led. The worship service for that particular time was based on the Biblical passage "Judge not lest ye be judged—Ask and it shall be given unto you, seek and ye shall find, knock and it shall be opened unto you." When we came from the Chapel after Vespers, we trooped through the hall of Main Building, passing Dr. Gaines' office where he always stood in the door, bowing to each girl as she passed. That evening he stopped me, commenting that he enjoyed Vespers. However, he began to shake his head covered with white, white hair and he said "But you misquoted; look up that passage and quote it right." I had misquoted; I had said "lest ye be not judged." Often I have thought

of his words, "Quote right." Those two words are full of meaning. That passage then as now is often uppermost in my mind—"I was asking; I was seeking; I was knocking." I am still doing these things.

The Agnes Scott passport was granted to me. Without it, I could not have gone as far. It has taken me places and has enabled me to accomplish many things. The best thing Agnes Scott did for me was to take me into matrimony. My husband, now of fifty years, would not have looked at me a second time had I not been to Agnes Scott. I believe my husband and a distant cousin of his have more Agnes Scott alumnae kin than any other men. There have been cousins, aunts, sisters, daughters and wives since the very beginning of Agnes Scott til 1970.

So Agnes Scott is dear to me and Agnes Scott has motivated me through my long life. I cherish my Agnes Scott passport that has led me to learn, to live, and to love.



*Scholar, writer, teacher, Eleanor Hutchens '40,
speaks from her combined experiences as a student,
a professor, and an alumna of Agnes Scott:*

Good Fences Make Good Colleges

By ELEANOR N. HUTCHENS '40

When in the mid-1930's I began to look for a college, my ambition in life was simple: to learn a lot. My nature was essentially acquisitive. At home I was known as such a miser that once when a godparent gave me a present my mother, who loved to spend, said, "Poor little five-dollar bill! It'll never see the light of day again." I was known also as such a bookworm that if the telephone interrupted my reading I would sleepwalk to it, answer it, say, "Yes, just a minute," and somnambulate back to my book not only without notifying the person called but without remembering that there had been a call. When I came across a poem I coveted, I memorized it and said it over and over to myself. One year I said all of **The Rubaiyat of Omar Khayyam** in the dark every night after I went to bed; another year it was Gray's **Elegy**. They were squirreled away with all the money I had ever gotten hold of.

In high school, English was my least favorite subject because it was so easy. I thought it ought not to be taught in school, any more than breathing was. This must also have been the view of the school authorities, who employed teachers of biology or Spanish and assigned them English classes in addition. What I liked was Latin, which I had longed for ever since I had found out there was such a difficult mystery and which was taught by a spirited young woman from Bellbuckle, Tennessee, a former day student at the Webb School for boys, where Latin was queen of the sciences. Then there was chemistry, which was also good and hard; I would major in it at college because there was money in it. American history and French crackled briskly along under a humorous Agnes Scott graduate who told me she thought I would like her alma mater because it was hard.

Nobody in my family knew anything about

Agnes Scott; my mother and grandmother had gone to boarding schools in Virginia, which therefore seemed the natural place to seek education. I wrote off for many catalogues and read them earnestly as they came. One day I opened the one from Agnes Scott; an electrifying phrase jumped up from the page into my head, and from that moment I never considered another college. "High intellectual attainment"—that was what I was after.

The discomforts and restrictions of Agnes Scott in the 1930's combined those of the monastery and the military camp, and I gloried in them. The only opulent, inviting place was the new library, which had the most impressive architecture, the brightest colors, and the most comfortable chairs on campus. Otherwise, all was what my reading about boys' boarding schools of the nineteenth century had prepared me to expect. I could not understand the murmurings of my fellow students who wished the rigidities away; they were part of the adventure. I expected college to conform not to my tastes but to some stern Spartan standard far above convenience or even rationality. My delight in the realization of this bookish dream had the paradoxical effect of drawing me away from books themselves and into the life around me. A large part of my pleasure in the experience of college was in its Gilbertian unreason in daily affairs, a bracing atmosphere that inspired me to a permanently prankish attitude that I have since recognized in novels about undergraduate life at Oxford in the Beerbohm days beyond recall. I saw students, faculty, and administration as engaged in an endless delightful charade whose central value was the comic, all the actors comedians either conscious or unconscious. One sought one's friends among the conscious in order



to laugh at the unconscious—arrogantly, no doubt, but in my case educational because I was enjoying human character for the first time.

One's first idea of an institution rarely survives long acquaintance with it. From a distance it is a symbol, the incarnation of some principle that perhaps belongs more to one's own imagination than to the thing itself. From inside, it appears rather as a system, a pattern of persons and procedures in which the original conception may be obscured or even mocked.

The remarkable thing was that my idea of Agnes Scott as a temple of the mind did not suffer in the least. Early in freshman English, we were assigned an essay on why we came to Agnes Scott. At ten on the night before my eight-o'clock class, as I was writing the climactic scene where, after many catalogues on bathing in the Gulf and nestling in the Blue Ridge mountains, I had encountered "high intellectual attainment"—as I was eagerly recounting this epiphany, the dormitory lights went out. Right on schedule. That was the way the college made sure we got our sleep. The next morning I added a hasty conclusion and handed in my paper. My instructor noted its bobtailed state, of course, and taxed me with it in theme conference. I told her I had stopped writing because the lights had gone out. She rightly refused to accept this explanation as an excuse; I should have started earlier. I don't think either of us noticed any incongruity between

my (and Agnes Scott's) blazing idealism and the policy that doused the lights just as my heated pen was giving words to our faith. But was it incongruity? Oxford and Cambridge had ludicrous rules, some dating from monastic times; maybe cerebration flourishes amid them. Certainly such rules hone the sense of humor; as a teacher I don't hope ever again to have the equal of Agnes Scott students for that keenness. Nothing funny, however subtle, is lost on an Agnes Scott class beyond the sophomore year, and I think the reason is that a relatively closed society generates laughter in those it restricts, as long as they believe in their reasons for being inside.

Perhaps the intellect too needs walls to push against. "The university," says John Donne, "is a paradise, rivers of knowledge are there, arts and sciences flow from thence. Counsel tables are **horti conclusi** (as it is said in the Canticles), gardens that are walled in, and they are **fontes signati**, wells that are sealed up; bottomless depths of unsearchable counsels there." He is distinguishing between two kinds of earthly gardens before going on to recommend a divine one, but I strongly suspect that the arts and sciences, and their professors, flourish most richly in the **hortus conclusus**. "Be wise, / Ye Presidents and Deans!" cries Wordsworth, inveighing against compulsory chapel at Cambridge because student reluctance made a mockery of it; yet there is the long roll of Cambridge poets and scientists, not to mention divines. "I was the Dreamer, they the Dream," he recalls, thinking of all the strange people and buildings he saw through the eyes of a country boy. I think it very likely that college ought to be as different from ordinary life as possible, and if quaintness and compulsory

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Good Fences

(Continued)

chapel help to seal the well, so be it.

By this I do not mean that the old rules ought to be reinstated. I hope I'll never fall into the particular imbecility of thinking everything should stay just as it was when I was twenty; this is one of the fatuities of old age that liberal education should protect us from. I mean something quite different: that there should be such a thing as an academic subculture, set off from the machinery of breadwinning and social pressure, like an enclosed park in a city. Its differences from the life outside ought to be created partially but not mainly by the students, who after all come to it with only outside experience to draw upon. (Hence, when left to pick visiting speakers, they choose headliners and television personalities who have already said their say through the mass media and have nothing new to bring to the campus.) Mainly, the faculty should create the differences, by setting many difficult tasks the ultimate aims of which the students can glimpse only dimly and which they must therefore perform largely on faith, laughing at the apparently pointless rigor the while. Of course the faculty must be as confident as constant reassessment can make it that all this labor really is the best that can be assigned for the liberating of the mind and spirit, but beyond introducing the student to the idea of liberal education and dropping a few remarks about the bodies of learning most likely to bring it about when properly investigated, attempts to explain to students why the bachelor's degree is constituted as it is at any given college are, I think, not only useless but, in current jargon, counterproductive. Let the student choose his college and proceed on faith, ridiculing and protesting as he goes, but stopping short of rupturing the bonds of trust that identify his college as the particular institution it is.

I attained no intellectual heights in college; the whole experience was too intoxicating for me to do much besides enjoy it; but I think I did see what high intellectual attainment was—for instance, that it was much

more than acquisition, that its essentials could not be amassed in just the way five-dollar bills could—and what it demanded. The level at which English was taught at Agnes Scott showed me that it was at least as respectable an academic subject as chemistry. Most important were the people who taught English. I sat in their classes looking skeptical and making up parodic verses, but they were winning all the time. Could they have been the extraordinary beings they were if Agnes Scott had been a more open society? I doubt it honestly and seriously. Fragrances are most intense in the **hortus conclusus**.

I have never become disillusioned about Agnes Scott. With the stubbornness of the Georgia mule, she has refused to budge on any question until she saw fit; and while she does eventually move when the wisdom of change becomes clear, her history has been, in curricular matters, one of staying on the track and watching many other institutions make costly detours—costly, that is, to the students who were the subjects of their experiments—from which they have returned, chastened, to the main road. In money matters too: many a powerful university is in deep trouble today because it accepted federal financing of an expansion it cannot now maintain, while Agnes Scott, having in her backward way refused the lure, remains on firm ground, drawing her support as always from her own alumnae and from others who believe in her.

To my original vision of Agnes Scott has been added, through the years, a deep respect for the courage it takes to be such a place: to be truly a liberal arts college, to be a college for women, to be difficult, to wall in those things that serve its aims and wall out those that don't, and never to pretend that one is the same as the other. Such courage draws people who have the nerve to risk its hardships for its peculiar rewards, and I think this is why the people I have known at Agnes Scott in the course of 35 years seem to me (I can say it in these pages) a distinctly superior breed.

Linda Lentz Woods '62, presently a popular professor of English at Agnes Scott, shares with us the speech she gave to the 1970 freshman class during orientation:

Class of '74-Why Are You Here?

By LINDA LENTZ WOODS '62

Hey, I'm glad to see you. I'm here tonight with a modest, limited topic—one that can be wrapped up easily in the fifteen minutes or so that we have: the aims of a liberal arts college, or more particularly the aims of Agnes Scott as a liberal arts college. I'm not complaining mind you, in spite of my sarcasm. I'm grateful for the chance to talk with you about this topic which might be the source of many subsequent misunderstandings concerning what you expect from Agnes Scott and she of you. So I'm here—and I'd like to begin by wondering why **you're** here—here at this college—and what you feel is to be gained for you and the universe in the process of the next four years.

There are, of course, all sorts of good reasons why you may have chosen Agnes Scott College—as there are why she chose you. You may have been attracted to the Atlanta area, certainly not the worst of reasons, because it seems a sophisticated metropolitan environment, offering opportunities for cultural involvement, professional sports, good shopping, beautiful trees—dogwoods and redbuds and magnolias—and, so say some, available young men. Perhaps in your decision you were influenced by a loving relative, who came here once and recalls a community of mutual concern and caring; she may have spoken of personal relationships more meaningful and open than those possible even in the now unfashionable sororities of larger institutions. Or, a friend who's here now may have given you the good word about the relaxed social policies; or your friendly Presbyterian minister, who has not heard about the relaxed social policies, may have sought to see you in a wholesome, spiritual environment. Or a boy friend, perhaps a promising engineer sporting football tickets, lured you; or your guidance counselor in high

school may have urged Agnes Scott upon you, because the odds are you are considered a very competent student and Agnes Scott sustains a fine reputation as an institution with a demanding, challenging, and solid academic program. Agnes Scott's size may well have been a deciding factor: the impressive student/teacher ratio—or your trust that in a small college you might retain the dignity of being an individual—and perhaps that even with **your** voice or **your** dramatic ability you could sing in the glee club or act in a college production. Or you may have been aware that Agnes Scott is, relatively speaking, a bargain in higher education, with a lower tuition than similar private, quality colleges. In this era of women's struggles for identity and quality, you may have had an appreciation for the special opportunities of a woman's college—for instance, the fact that our students have a chance to develop their full leadership potential by holding the student offices that usually go to men in a coeducational situation; you may have been reassured to note that women are prominent among the faculty and administration of Agnes Scott—not relegated solely to the least desirable positions.

Now I'm not shooting down these reasons—any of them. These and others like them are of course important, and we choose any college for a combination of reasons—never one alone. And still we may leave our decision pretty much up to intuition and circumstance. What I'm hoping is, that before you have been here long—or at least before you leave—you'll have a fairly well formulated notion of the kind of academic institution that Agnes Scott College purports to be, that you'll have an understanding of the program of study that it offers, and a respect for the degree that will be given you upon the completion of that program—Bachelor of Arts.

Class of '74 *(Continued)*

No doubt you can come up right now with a decent definition of what is meant in education by the term **liberal arts**. The central idea has been, of course, from its very origins, that a liberal education is liberating; that learning in all areas of general knowledge frees man from the bonds of fear, looses him from ignorance, superstition, prejudice, and intolerance—shackles which enslave the unenlightened. Developing the student's intellectual capacities, training the mind to think through the disciplines of literature, philosophy, science, math—even putting all content and information aside—is sufficient justification to many for the liberal arts education. But we come down from lofty academic disciplines to an essentially pragmatic principle: men or women who have creative and critical intellects—"disciplined minds capable of logical analysis and fruitful imagination"—will be those, it is hoped and believed, who can improve the state of human affairs in time to come. What seems like learning for the sheer sake of learning (a value, in my view, in and of itself) bears practical fruit; only when endowed with a knowledge and understanding of the world in which he lives can man become truly human.

Both aspects of the definition are old—yet still very much with us here on this campus. So wrote Seneca, the ancient Roman philosopher: "There is only one liberal study—that which gives a man his liberty." Sometime later, in 1960, President Alston wrote in a statement of Agnes Scott's purpose "that the type of education offered at Agnes Scott is predicated upon the conviction that a mind trained to think is essential if life is to be unfettered, rich and free. . . . As a liberal arts college, Agnes Scott tries to place at the disposal of the student some of the accumulated wealth of the ages, all the while attempting to guide the effort to acquire a working knowledge of the clues and the tools essential to an appreciation of the intellectual and spiritual treasures that so many are neglecting."

Used to be we'd plow through essays in Freshman English on the meaning of the liberal



arts education. You'll be spared that. Perhaps we still should—for if anything, the subject has only gotten more muddled and complicated in recent years. In an age where some reputable universities are coming up somehow with Doctor of Philosophy degrees in office management, forestry, architecture, and mental health, there's obviously a good bit of confusion. We're all quite aware that traditional assumptions about the liberal arts and education—as well as about a lot of things—are being shaken in 1970 by full-blown hurricanes of change. I'd like to touch briefly—and I'm afraid with much over-simplification—on four long-standing American assumptions about the aims of the liberal arts college, glance at the challenges being hurled at these assumptions, and maybe in the process suggest what I feel are Agnes Scott's ambitions for your education.

These four will overlap considerably, but the first point has to do with our long held ideas of college as a way of life. Originally, the idea behind the university was the desire to form a community of scholars: together for mutual advantage and enlightenment, the older presumably guiding the younger, but very

much in the employ. According to Frederick Rudolph in his history of the American college and university, the notion of a community of scholars became transcribed in American education early in quite paternalistic terms, perhaps in large measure because of the residential character of American schools. Americans held that all of college was a learning process—that certainly the student could learn as much about life from his fellow students in dorm sessions as he could in the classroom. And just in case he learned too much in these informal sessions, the deans and the faculty and the housemasters would be ready to keep him (or her) in tow. Hence the whole view of the American college as functioning **in loco parentis**—assuming the responsibilities of parenthood for its students. The good name of the college had to be protected—and concerned parents had to be reassured of the well being of their children.

Now in an age when young people are presumed more mature than formerly, when the number of students in many universities is too vast to permit close monitoring anyway, when many large urban schools are losing their residential character as students demand flexibility and variety in their living arrangements, most institutions are rather relievedly relinquishing their paternalistic functions. Colleges and universities, including Agnes Scott, turned decisions about the hours he keeps, the food he eats, the friends he makes, the time he studies—where he goes, what he does, and who with—back to the students. Fine, you say. Time, you say. And I say too. But there is still something potentially marvelous remaining about this whole business of college as a way of life—and at a small, chiefly residential college like Agnes Scott, which has an unusually stable faculty, we have an opportunity to approximate that old idea of being a community of scholars. Sure, we expect each other to hold to certain understandable standards of behavior, taste, and self-respect—but more than that, **much** more than that, we should demand of each other intellectual stimulation, a lively life of the mind. If we don't yet have it within us, in

the highly concentrated intellectual environment of a small campus with its relentless program of lecturers and performers, symposiums and emphasis days, we can surely get it. And if we can't get all we need here, we still have ready access to the larger world—which brings me to the second assumption about the traditional American liberal arts program—its sometime isolationism.

The isolation of the American liberal arts college was quite purposeful and quite literal at first. I mentioned the appeal of Atlanta's trees—no joke. Natural beauty was a prime consideration in the placement of early colleges. Beautiful scenery was considered—still is—uplifting; and it was felt that undergraduates—of all people—surely needed moral elevation. For instance, Henry Ward Beecher once said of the scenery of Amherst “that it was a liberal education merely to be in its presence for four years.” We could make such an observation about the monumental dogwood outside of Gaines. Another main reason for secluding students on remote campuses was more devious: the idea was to keep the student from the contamination of the town or the city, and hopefully, to keep him busy about the task of getting educated. As one near poet put it, the risk is that “the young men will sometimes get their ship launched before the keel is laid.” For this reason, our neighbor institution, the University of Georgia, was built deep in the woods on a little hilltop that the founders called Athens. Back in 1801, the demoralizing effects of the automobile were not as yet anticipated.

Quite apart from the actual physical separation from the wicked city that many desired for the liberal arts college in this country, was the symbolic retreat behind the so-called ivy walls and up the so-called ivory tower—hence the absurd overstatement that college is **preparation** for life—but somehow not a real part of life itself. There are some very good arguments, however, for a temporary retreat from the materialistic concerns of the workaday world—and a place for some honest acknowledgements that it is the unusual

(Continued on next page)

Class of '74 *(Continued)*

student who can submit herself to a rigorous academic program and reform the world simultaneously. So we come to the current debate between the activists and the studious—the participants and the non-participants—those who say the urgency of world conditions demands immediate action on **your** part—no time for the books!—and those who argue that books are the only hope of reason and mastering them is the first step.

Agnes Scott, as you probably already realize, tends toward the conservative position in this debate; and it seems to me the only really sane position for a small liberal arts college to have—if the life of the mind in its explorations is going to be preserved in America—anywhere. We've got to find out who we are, where we've been, where we're going, before we're much good to anyone. Joseph Campbell in **The Hero of a Thousand Faces** explains the necessity of this seemingly selfish stage:

From the standpoint of the way of duty, anyone in exile from the community is a nothing. From the other point of view, however, this exile is the first step of the quest. Each carries within himself the all; therefore it may be sought and discovered within. . . . This is the stage of Narcissus looking into the pool, of the Buddha sitting contemplative under the tree, but it is not the ultimate goal; it is a requisite step, but not the end. The aim is not to **see**, but to realize that one **is**, that essence; then one is free to wander as that essence in the world. Furthermore: the world too is of that essence. The essence of oneself and the essence of the world: these two are one. Hence separateness, withdrawal, is no longer necessary. . . . Centered in this hub-point, the question of selfishness of altruism disappears. The individual has lost himself in the law and been reborn in identity with the whole meaning of the universe. For Him, by Him, the world was made. "O Mohammed," God said, "hadst thou not been, I would not have created the sky."

To suggest this position is not to say that individual activists would not be respected

and encouraged here. It's only to say rather simply that there are a great many things to be learned from books, it takes some time to learn them, and you'll be of more ultimate use to society anyway when you're better educated. Thomas Carlyle argued this point beautifully: "What is all knowledge too but recorded experience, and a product of history; of which, therefore, reasoning and belief, no less than action and passion, are essential materials?"

Though college must of necessity be a selfish time, of course balance, as always, is desirable. Getting too far embedded in oneself is sick and stifling; outside interests are restorative. It's ridiculous to be ignorant of the present—even as one pursues the past. It's shortsighted to fail to exercise one's political rights and responsibilities. It's foolish to ignore the larger community around the college—to deprive yourself of an opportunity to apply your lessons in the field: working with the underprivileged, campaigning vigorously, observing the government at work. And in my view it's just plain dumb if you miss out on all the cultural opportunities provided by the larger Atlanta environment. An evening at the symphony nourishes a dried up soul. Don't shrivel up in Decatur!

Students, as we've noted, find it difficult to engage in disciplined and demanding study and agitate and demonstrate at the same time, and this is at least one of the many reasons why the traditional liberal arts curriculum has been under fire. Another is that studies in the humanities, pure sciences, and social sciences just don't meet everybody's need—and almost everybody is going to college. This brings us to a consideration of the liberal arts curriculum and the divisive question of its relevance. Admittedly, some aspects of the curriculum have been restructured to fit the times and others need updating. But before you or I get uptight because Agnes Scott College does not have some of the same course offerings as the Museum Art School or Georgia Tech or the Fashion Institute, best consider her commitment to what is probably the highest calling in education—humanizing her students. It's



never the number of courses a place offers—that can get rinky-dink and absurd; it's the quality of the ones provided. The aim here is for students to build a broad, solid base of knowledge before extreme specialization is encouraged; although many of our students go on to graduate training, we do not conceive of ourselves as a pre-professional institution: the preparation our students get should do more than equip them for an occupation—it should help them live life. We need some people in the world who can pull a few things together—and we need them desperately!

As to the usefulness, the "relevance" of the liberal arts curriculum, let me quote Charles Frankel and his book **Education and the Barricades**:

"Relevance" in the university cannot mean that everything the university does should be morally "engage" in some way or other, or "contemporary" or "useful". To learn detachment, to learn to recognize the limits and ambiguities of one's ideals, is a purpose of education. To take people out of their own time and place, and out of a demeaning and ignorant preoccupation with themselves, is another purpose. And to learn the uses of the useless is a third. The purely speculative, the purely historical, the

purely esthetic, enlarge the mind and intensify the consciousness. And besides, in the pursuit of learning, no one knows what will be useful, even in the practical, bread-and-butter sense of the term. . . . An intellectual education is not a process of meeting needs, either the individual's or society's. It is a process of transforming needs, both the individual's and society's.

And Dr. Alston on the same subject:

We undertake to offer a liberal arts training that touches life vitally and determinatively. We are convinced that, so far from being visionary, vague, and unrelated to life, a liberal arts education ought to fit young people to live with themselves; it ought to contribute to marriage, to vocational success, and to good citizenship; it ought to help with the highest level of adjustment—the relationship of man with God.

Dr. Alston's statement concerning the effect a liberal arts education has on man's spiritual well-being serves as a bridge to the last point I wish to make about the aims of the liberal arts education as they are embraced by Agnes Scott. If Truth is the goal of learning and to engage in the search for Truth is the opportunity extended by the liberal arts college, the intimate relationship between the knowledge that you acquire and your moral sensitivity or responsibility is obvious; I'll simply underscore it once again. Growth in knowledge is best accompanied by commitment to high purpose. The cultivation of intellectual and moral virtues remains the fundamental task of a liberal arts education. I'm not talking just now about the narrow sectarian interests that directly inspired the founding of countless of our finest liberal arts institutions—but about a basic assumption concerning their best products. Milton put it all together this way: "Liberal learning seeks to produce men [and women] inflamed with the study of learning and the admiration of virtue; stirred up with high hopes of living to be brave men and worthy patriots, dear to God, and famous to all ages." That's you I hope. Good luck.

Grace Granville (G.G.) Sydnor '71, graduate student at Rice University and our youngest contributor, looks back to the not-so-distant past:

The Value of Self

By G. G. SYDNOR '71

At the end of four years, more remains of a class at Agnes Scott than waste baskets stuffed with tattered costumes that once did honor to the class mascot. The outfits—uniformly green, red, yellow, or blue, depending on the year—appear from every imaginable hiding place during the room cleaning panic of graduation week and briefly become as familiar a sight in the halls as suitcases during Christmas exams. A surprising number of seniors become sentimental over these glorified gym suits; the reason dates back to freshman year, when the new class, deluded into believing that their mascot's identity can be kept a secret from the sophomores, works together to accomplish the miracle: maintaining the secret. These Black Cat costumes identify the individual as a member of a group, and at the same time provide the first means of contributing as an individual to class—and school—projects. The scope of involvement at Agnes Scott widens from the Mardi Gras atmosphere of Black Cat to all phases of academic and extra-curricular activities. Individual endeavors in both areas contribute to the person's as well as to the college's background of experience; in this way and others, the individual is of genuine importance to Agnes Scott College, accounting for the special character that remains after seniors have left mascots and mortarboards to their successors.

Academic involvement at Agnes Scott takes in everything from the annual interior decorating event, occurring each April Fools' Day in the Dean of the Faculty's office, to writing an independent study; with such a wide offering of ways to get involved academically, it is not surprising that this area demands most of the student's time.



Most students enter Agnes Scott well aware of the college's academic reputation and the implications for themselves that this high standing holds. Changes have taken place in the curriculum: for instance, group requirements may now be filled anytime during the four years, rather than during the freshman and sophomore years only. Another popular offering has been the college's summer study abroad program, which in its first two years has taken students and faculty members to Great Britain and to Marburg, Germany. With its people, businesses, social agencies, and cultural events, Atlanta complements the liberal arts curriculum at Agnes Scott by providing examples of theory put into practice. Even though the college has branched out literally into the world, intellectual curiosity keeps its center on campus. Although directed readings and senior seminars represent two ways of contributing an original thought to the academic

world, this same opportunity appears daily in classes and in preparation for them. Small classes, most of which are geared for active student participation, and understanding instructors encourage the exchange of ideas. A faculty interested more in teaching than in publishing dedicates itself unselfishly to the students, frequently going beyond the call of duty in such varied ways as sponsoring organizations on campus and entertaining students in their homes. From the faculty and administration, the outstanding expression of trust in the individual student has been the establishment and continuation of self-scheduled examinations. This privilege, more than anything else, has made each student aware of her own integrity and of her importance to the rest of the academic community in maintaining the highest standard of conduct, for without total cooperation, the honor system could not work.

An individual realizes her importance to the college in other ways as important in themselves as maintaining an academic system, and extra-curricular activities provide such a means. Again the college's small size encourages everyone who wants to participate to do so; the campus is still a very friendly place, and getting to know members of all classes is no problem. Friendships made at Agnes Scott are among the most valuable and permanent things that a student carries away with her. If Atlanta serves as an extension of the classroom, it also serves as a playground. Concerts, theatres, restaurants, and athletic events are favorite places to go with friends and dates. Opportunities for service are everywhere, on and off campus; children's homes, remedial tutoring, and literacy projects give everyone

the chance to get off campus and to help the community. On campus, a recent innovation that has given everyone the chance to seek her own choice of an elected office is the petition, by which a candidate may request in writing to have her name entered on the ballot. At Agnes Scott, students join organizations and help with projects out of a real interest in what is being done, rather than from a desire to weight a permanent record file or to appear in the winning number of pictures in the yearbook. Individual initiative is encouraged and developed, for buck-passing is hard to do successfully among a small group of people, especially when most of them are already busy. Whether the student or the college gains more from extra-curricular activities is an open question. Working with a class project, writing for one of the campus publications, and serving in student government are three of the ways in which an individual develops her own sense of accomplishment and leadership, at the same time improving life in and around the Agnes Scott campus.

The individual is the most important part of Agnes Scott College, and the school's recognition of this accounts for the feeling of friendliness, trust, and openness among all levels there. In addition to the friendships and education that a student gains at Agnes Scott, she also acquires a sense of her own value, to herself and to others. This belief, gained from all sorts of experiences at the college, is passed along to others there, who in turn do the same; it is this belief in the value of each individual that continues to be a part of Agnes Scott's specialness long after a student has left the college and has carried away her own special memories.



Frank Manley, Professor of English
Emory University



Louis L. Martz
Douglas Tracy Smith
Professor of English
and American Literature
Yale University



Patricia G. Pinka, Assistant Professor of
English Agnes Scott
College

Quatercentenary Celebration of the Birth of John Donne

On February 24-25, 1972, Agnes Scott College is inaugurating the James Ross McCain Lecture Series with a two-day celebration of the 400th anniversary of John Donne's birth. The lecturers invited for this occasion are Professor Louis L. Martz of Yale University, Professor Frank Manley of Emory University, and Professor Patricia G. Pinka of Agnes Scott College.

It is particularly appropriate that this college honor John Donne in this way, for courses in his poetry have always had a significant place in the English curriculum. For many years, one of the most popular courses in the college, and one that no student felt she could afford to miss, was English 360, Mr. Hayes' course in Milton and Donne. Helen Gardner could say that Donne is the "greatest love-poet" in the English language and that in his poems one "can find almost any and every mood of man in love with woman," but George Hayes could read the poems with such passion and interpret their moods with such discrimination and insight that his students would know for themselves Donne's supreme power as a poet of love. When Mr. Hayes retired in 1967, Mrs. Patricia G. Pinka joined the English faculty at Agnes Scott to teach the 17th century courses in the department. Mrs. Pinka had done her graduate work at the University of Pittsburgh and had recently completed her dissertation, "Voices in Donne's *Songs* and *Sonnets*." In the two years she has been in the English department Mrs. Pinka has continued to make the study of Donne and his contemporaries a special favorite

with the students presently at the college.

It is fitting, too, that the scholars who will come together for this celebration include men of such academic distinction as Professor Louis Martz and Professor Frank Manley. Louis Martz has done some of the most significant recent scholarship on Donne. His book, *The Poetry of Meditation*, is a seminal study. In it Professor Martz demonstrates the relationship between the Ignatian meditation and a substantial portion of 17th century poetry. He shows, for example, that the illusion of a dramatic confrontation which Donne creates grows from the meditative practice of imagining vividly the scene of an event to be pondered, the famous composition of place in Ignatian meditation. Frank Manley has published the definitive edition of *The Anniversaries* and has illuminated the reading of these complex and strangely unified poems.

President Wallace M. Alston and the members of the department of English believe that there is no better way to initiate the James Ross McCain Lecture Series than by a program of this quality. Years ago, when Dr. McCain stepped down from the presidency of Agnes Scott, President Sara Blanding of Vassar said,

Throughout the nation Agnes Scott enjoys an enviable reputation for having maintained during its long history under Dr. McCain's leadership the most excellent standards of scholarship and achievement. The Donne Quatercentenary Cele-

bration honors this devotion to academic achievement which Dr. McCain built into this college; it also promises that this devotion will continue.

We invite you to join us on
February 24-25.

Margaret W. Pepperden
Chairman
Department of English

Program

Quatercentenary of Donne's
Birth

Thursday, February 24:

2:30 p.m.—Opening of the
conference:

President Wallace M. Alston,
Agnes Scott College

3:00 p.m.—"Formal Wit in the
Songs and *Sonnets*"
Professor Frank Manley, Emory
University

4:00 p.m.—Coffee in the Green
Room, Dana Fine Arts Building

8:15 p.m.—"Donne's *Anniversaries*
Revisited"

Professor Louis L. Martz, Yale
University

9:30 p.m.—Reception for Lecturers
and guests of the conference

Friday, February 25:

9:30 a.m.—"The Role of
Autobiographical Narrator in the
Songs and *Sonnets*"

Professor Patricia G. Pinka,
Agnes Scott College

10:30 a.m.—Coffee in the Green
Room, Dana Fine Arts Building

11:00 a.m.—Presentation of some
of Donne's lyrics by students

11:30 a.m.—Summary remarks by
participants

Of Concern and Love

By CAREY BOWEN '62

Christ wouldn't be comfortable in the heat of our modern, air-conditioned hospitals," said Martha Williamson Turpin '50, as she began to describe Project Concern, the international medical relief program which her husband, Dr. James Turpin, founded in 1962. "Jesus spent his life helping, healing, healing people, and in our hands, we are doing what He taught us to do." Drs. Mollie and Jim Turpin seem to be doing just that.

When Mollie married Jim Turpin, she was a sociology major at Agnes Scott and he was a medical student at Emory. After many years of hard work, they settled in California just because they wanted some adventure. But the real adventure came later. Nine years ago, Jim gave up his successful private practice to begin work on a dream. That dream came Project Concern which is a non-profit, non-governmental, independent program designed to heal the sick and help the poor. Project Concern has now become international with clinics in Hong Kong, Mexico, Vietnam, New Mexico, and recently Alpine, Tennessee, and Appalachia.

Jim was not alone, however, in his teams or his labor. Not only did Mollie help write letters to friends for their Christmas card list in order to gain support for the embryonic program, but when Project Concern was formally established in 1962, she sailed with Jim and their four children to Hong Kong to work on his side. During the two years she spent in Hong Kong, living and assisting on one of the two floating clinics in Hong Kong Harbor with thousands of refugees, she worked through the squalid, over-crowded Walled City of Kowloon and at Project Concern's clinic in the Jordan Valley among the many squatter shacks on the hillsides of Kowloon. In 1964, Mollie and Jim established



Drs. Mollie and Jim Turpin

a small hospital in a war-torn South Vietnamese hamlet, DaMbao, 150 miles northeast of Saigon. This new program was designed to provide medical relief and to train the Vietnamese to be medically self-sufficient.

However, these activities along with the care and feeding of four children and a husband, were not enough for Mollie Turpin. "Feeling inadequate," she returned in September, 1964, to the United States to begin pre-medical training at California Western University in San Diego. Seven years later, after medical school at Women's College of Pennsylvania in Philadelphia and an internship at University Hospital in San Diego, she again joined the staff of Project Concern—this time as a Medical Doctor.

With the candor which characterizes this pretty, deceptively delicate-looking blonde, Mollie explained that medical school was "hard at first" but she knew she would have to work hard. Also,

Mollie believes that women have attributes which make them especially suited to the medical profession—intuition and the ability to empathize.

Drs. Mollie and Jim Turpin have not finished. In June, 1968, Project Concern began its first program in the United States. It soon moved to Alpine, Tennessee and serves many small, poverty-stricken communities in North Central Tennessee. Before Project Concern came, the area had not had a doctor or a dentist for sixty-three years. The next program is planned for the town of Mercedes, in the southern tip of Texas. The clinic there will serve migrant workers in South Texas' Rio Grande Valley.

Obviously, the Turpins have not finished; they have only started. Because they believe that "buildings and fine activities are not religion," they have dedicated their lives "to the sick whom nobody else would help." And as Mollie says, "It is so much fun . . . let's get on with it."

The Agnes Scott Annual Fund 1970-71

Alumnae, take a bow. Surpassing all previous efforts in annual giving, 3037 of you contributed \$171,968.55 to the Fund during 1970-1971. In a period when the economic picture was fluid and uncertain, this response was especially heart-warming, and the College thanks each of you for your gift.

The splendid efforts of the volunteer workers, the Class Chairmen and Class Agents proved most effective, and we owe them a special word of gratitude. The Alumnae and Development Office staffs are already hard at work on next year's drive. We urge your continued support.



ANNUAL GIVING PROGRAM — FINANCIAL REPORT

July 1, 1970 — June 30, 1971

	ANNUAL FUND		CAPITAL FUND*		TOTAL	
	Paid		Paid		Number Con- tributed	Amount Con- tributed
	Number	Amount	Number	Amount		
Alumnae	2,903	114,642.15	134	57,326.43	3,037	171,968.58
Parents and Friends	178	21,139.40	91	112,027.03	269	133,166.43
Founda- tions	29	62,282.00	5	276,537.50	34	338,819.50
Business and Industry	See** Below	38,584.83	See** Below	—	See** Below	38,584.83
TOTAL	3,110	236,648.38	230	445,890.96	3,340	682,539.34

*Capital contributions reflected in this report are new gifts received since July 1, 1970, not payments on pledges made prior to this date.

**The gifts from business and industry have been received primarily through the Georgia Foundation for Independent Colleges, Inc.

Percentage of Participation — 34.8%

Average gift — \$56.62

GENERAL CHAIRMAN:

Sarah Frances McDonald '36

SPECIAL GIFTS CHAIRMAN:

Betty Lou Houck Smith '35

Class	Chairman	Number Contributing	Percentage of class Contributing	Amount
Honor				
Guard	Mary Wallace Kirk	257	26	\$23,746
1914	Annie Tait Jenkins	13	26	240.
1921	Sarah Fulton	64	54	3,891
1923	Elizabeth McClure McGeachy	46	32	3,071
1924	Evelyn Byrd Hoge	46	38	3,141
1925	Isabel Ferguson Hargadine	56	43	7,216
1926	Rosalie Wootten Deck	47	38	2,422
1927	Louise Lovejoy Jackson	56	37	3,329
1928	Patricia Collins Andretta	51	40	5,151
1929	Esther Nisbet Anderson	61	39	36,866
1930	Shannon Preston Cumming	54	40	2,440
1931	Louise Ware Venable	52	49	6,808
1932	Louise Stakely	44	39	2,996
1933	Gail Nelson Blain	44	35	2,312
1934		44	37	2,985
1935	Julia McClatchy Brooke	51	41	4,668
1936	Dean McKoin Bushong	53	39	2,688
1937	Kathleen Daniel Spicer	43	36	1,935
1938	Jane Guthrie Rhodes	45	31	2,634
1939	Lou Pate Koenig	56	41	1,785
1940	Katherine Patton Carsow	51	34	1,759
1941	Dorothy Travis Joyner	47	31	1,853
1942	Betty Medlock Lackey	60	40	3,001
1943	Regina Stokes Barnes	38	29	1,491
1944	Betty Burress Tucker	45	29	2,265
1945	Martha Mac Simons	48	32	1,636
1946	Mary Cargill	66	39	2,093
1947	Mary Frances Anderson Wendt	55	34	1,714
1948	Rebekah Scott Bryan	60	39	1,845
1949	Helen Crawford White	58	34	2,386
1950	Sara Jane Campbell Harris	48	32	1,260
1951	Betty Jane Foster Deadwyler	52	31	1,716
1952	Kitty Freeman Stelzner	47	29	2,156
1953	Mary Ann Garrard Jernigan	53	40	1,151
1954	Mitzi Kiser Law	43	35	1,191
1955	Carolyn Alford Beaty	58	39	1,746
1956	Louise Rainey Ammons	62	40	2,016
1957	Margaret Benton Davis	70	40	3,253
1958	Langhorne Sydnor Mauck	56	34	2,466
1959	Jane King Allen	72	42	1,453
1960	Dianne Snead Gilchrist	64	36	1,530
1961	Betsy Dalton Brand	82	44	2,958
1962	Lebby Rogers Harrison	59	31	1,775
1963	Mary Ann Gregory Dean	54	34	897
1964	Judy Stark Romanchuk	50	25	711
1965	Kay Harvey Beebe	76	37	1,423
1966	Linda Preston Watts	52	25	1,729
1967	Norma Jean Hatten Spinosa	50	28	806
1968	Adele Josey	59	29	694
1969	Mary Gillespie Dellinger	65	28	662
1970	Martha Harris	64	28	698

Special Gift Groups, 1970-1971

TOWER CIRCLE

Anonymous
Ruth Anderson O'Neal '18
Ida Louise Brittain Patterson '21
Sara Margaret Douglass Thomas '29
Diana Dyer Wilson '32
Martha Eskridge Ayers '33
Emmy Evans Blair '52

Dora Ferrell Gentry '26
Ethel Freeland Darden '29
Eileen Goebe (Bequest) Inst.
Anne Graham King (Bequest) '06
Quenelle Harold Sheffield '32
Louise Hollingsworth Jackson '32

Betty Lou Houck Smith '35
Chapin Hudson Hankins '31
Mary Linn Imman '38
Hazel Murphy Elder (Bequest) '12
Marie Simpson Rutland '35
Augusta Skeen Cooper '17

Frances Tennent Ellis '25
Ruth Thomas Stearns '28
Mary Warren Read '29
Margaret Weeks '31
Violet Weeks Miller '29
Mary West Thatcher '15

Colonnade Club

Leone Bowers Hamilton '26
Mary Duckworth Gellerstedt '46
Kate Durr Elmore '49
Sarah Frances Flowers Beasley '24
Elinor Hamilton Hightower '34

Bertha Hudson Whitaker Acad.
Ann Worthy Johnson '38 (Bequest)
Mary Keesler Dalton '25
Jean McAlister '21

Sarah Frances McDonald '36
Hyla Plowden Mederer '34
Margaret Powell Flowers '44
Virginia Sevier Hanna '27

Mary Turner Buchanan '45
Lilly Weeks McLean '36
Katherine Wood LeSourd '36
Louise Woodard Clifton '27

Quadrangle Quorum

Emily Bailey Chandler '61
Agnes Ball '17
Mary Beasley White '36
Lucile Beaver '46
Betty Jean Brown Ray '48
Omah Buchanan Albough '16
Laura Caldwell Edmonds Inst.
Helen Gates Carson '40
Patricia Collins Andretta '28
Betsy Dalton Brand '61
Josephine Douglass Smith '25
Madeleine Dunsenst Alston '28
Elizabeth Farmer Brown '45

Louise Franklin Livingston '41
June Gassert Naiman '56
Jan Gaskell Ross '66
Jo Ann Hall Hunsinger '35
Polly Hall Dunn '33
Maryellen Harvey Newton '16
Cenet Heery Barron '47
Victoria Howie Kerr '24
Ruth Hunt Little '37
Betsy Jefferson Boyd '62
Jane Knight Lowe '23
Mary McCurdy '24
Eugenia McDonald Brown '32

Jane Meadows Oliver '47
Betty Medlock Lackey '42
Emily Miller Smith '19
Quincy Mills Jones '44
Nancy Moore Cantey '38
Carolyn Newton Curry '66
Alice Norman Pace '19
Helene Norwood Lammers '22
Lou Pate Koenig '39
Saxon Pope Bargerion '32
Blythe Posey Ashmore '58
Charmie Robinson Ritter '61
Lebby Rogers Harrison '62

Virginia Shaffner Pleasants '30
Margaret Sheffall Chester '42
Mary Shewmaker '28
Julia Pratt Smith Slack '12
Virginia Suttentiff '38
Lulu Smith Westcott '19
Miriam Thompson Fielder '32
Marguerite Watts Cooper '19
Laura Whitner Dorsey '35
Raemond Wilson Craig '30
Roberta Winter '27
Marie Woods Shannon '51

The Mainliners

Marie Adams Finch '35
Elizabeth Alexander Higgins '35
Attie Alford '34
Clara May Allen Reiner '20
Mary Lillian Allen Wilkes '46
Ann Anderson Bailey '45
Katherine Anderson '18
Janette Archer Neal '22
Dorothy Avery Newton '38
Frances Balkcom '37
Evelyn Barnett Kennedy '28
Josephine Barry Brown '30
Betty Bates Fernandez '43
Ulla Beckman '54
Pamela Beaver '61
Helen Boyd McConnell '34
Frances Breg Marsden '41
Josephine Bridgman '27
Hazel Brown Ricks '29
Simon Brock Blake '57
Penelope Brown Barnett '32
Joyce Brownless '57
Sabine Brumby Korosy '41
Helen Burkhalter Quattlebaum '22
Sara Bullock '31
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Evelyn Byrd Hog '24
Edith Carpenter Shuey '26
Mary Carr Townsend '44
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Cama Clarkson Merritt '50
Maryann Cochran Abbott '43
Willie May Coleman Duncan '27
Eleanor Compton Underwood '49
Nora Compton Jennings '21
Freda Copeland Hoffman '41
Jean Corbett Griffin '61
Mildred Coxan Wright '27
Phyllis Cox Whitesell '60
Sarah Stokes Cumming Mitchell '63
Catherine Currie '47
Julia Cuthbertson Clarkson '51
Amelia Davis Luchinger '48
Mary Dean Oxford '56
Lucile Dennison Keenan '37
Marion Derrick Gilbert '36
Eileen Dodd Sams '23
Caroline Dudley Bell '59
Susan Duval '60
Susan Dyer Oliver '42
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Jane Bailey Hall Hefner '30
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Elizabeth Harshbarger Broadus '62
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June Irvine Torbert '48
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Elaine Jacobsen Lewis '29
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Elinor Tyler Richardson '39
Agara Waldron Crosby '16
Sue Walker Goddard '55
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Virginia Watson Logan '38
Mary Weems Rogers '27
Crystal Wellborn Gregg '30
Nancy Wheeler Dooley '57
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Jane Williams Coleman '53
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 Marguerite Ludlow Shelton (Mrs. H. B.), November 19, 1970.

INSTITUTE

Sara Frances Adams Brown (Mrs. J. P.), April 20, 1971.
 Octavia Aubrey Howard (Mrs. J. B.), February 12, 1971.
 Annie Aunsbaugh Aiken (Mrs. Joel S.), Sept. 4, 1970.
 Lucy Bishop Thomson, date unknown.
 Mary Lee Cowles Weisiger (Mrs. Carroll), April 4, 1971.
 Jeannette Craig Woods (Mrs. Andrew Alfred), May 26, 1971.
 Luella Gregg Taylor (Mrs. G. C.), May 19, 1971.
 Rosalie Howell, date unknown.
 Mable McKowen, February 21, 1971.
 Edith Scott, March 20, 1971.
 Maud Stalaker Brewer (Mrs. Russell), date unknown.

Saphronia Strong Kern (Mrs. Albert G.), May 14, 1970.
 Pearl Womack Miller (Mrs. Clifford), February 16, 1971.

1908

Lolah Parham, August 8, 1971.
 Anna Marie Parry Blanchard, sister of Sadie Parry, April 11, 1971.

1909

Susie Dowdell Spencer (Mrs. J. J.), date unknown.

1911

Geraldine Hoad Burns (Mrs. W. C.), February 26, 1971.
 Lewis H. Johnson, husband of Gussie O'Neal Johnson, June 29, 1971.
 Anna Marie Parry Blanchard (Mrs. Edwin H.), April 11, 1971.

1912

Bertha Chasen Jackson (Mrs. W. Preston), date unknown.
 Nell Winston McMahon Fallaw (Mrs. S. G.), May 1, 1971.

1914

May Hartsock Collins (Mrs. John W.), date unknown.
 Marion Symmes Candler (Mrs. Milton A.), date unknown.

1915

Annis Elizabeth Kelly, date unknown.

1917

Elsie Hendley, October, 1970.

1919

Amariyllis Peay Armstrong, date unknown.

1920

Samuel Warren Few, husband of Frances Simpson Few, date unknown.

1921

Robert L. Brown, brother of Thelma Brown Aiken, May 30, 1971.
 Frances Downing Nix (Mrs. Hamilton F.), date unknown.
 Vivian Gregory Dungan (Mrs. Deaderick C.), March 8, 1971.
 Mary Olive Gunn Summers (Mrs. Ralph B.), July 27, 1971.
 Mildred Harris, date unknown.
 Anna Marie Parry Blanchard (Mrs. Edwin H.), sister of Lina Parry, April 11, 1971.

1922

Laura Bell Jernigan (Mrs. A. O.), July 31, 1971.
 Elizabeth Nichols Lowndes (Mrs. R. H.), date unknown.

1925

Rebekah Harman Stewart (Mrs. E. M.), July 17, 1971.

1927

Frances Chambers Wing (Mrs. J. Bartow), Sept. 7, 1971.

1930

Hardin Craig, husband of Raemond Wilson Craig, July 25, 1971.
 Asbury C. Wellborn, brother of Crystal Hope Wellborn Gregg, July 5, 1971.
 Mrs. William M. Wilder, mother of Evalyn Wilder, June 7, 1971.

1933

Mrs. Henry Sweets, mother of Doushka Sweets Ackerman, date unknown.
 Rebekah Harman Stewart, sister of Anne Scott Harman Mauldin, July 17, 1971.
 Hill P. Redwine, father of Martha Redwine Rountree, July 18, 1971.
 Alsine Shutze Brown (Mrs. Edward T., Jr.), Sept. 12, 1971.

1938

Mrs. J. Edward Hemphill, mother of Neil Hemphill Jones, date unknown.
 Hill P. Redwine, father of Jeanne Redwine Davis, July 18, 1971.
 William Tarman, husband of Mary Eleanor Steele Tarman, June 23, 1971.

1940

Martha Fite Wing (Mrs. J. Arthur), August, 1970.

1942

David A. Lackey, husband of Betty Medlock Lackey, Aug. 31, 1971.
 Charles Ralph Nichols, husband of Lois Ions Nichols, May 20, 1971.

1945

Asa Candler Glenn, father of Betty Glenn Stowe, April 27, 1971.

1947

Fairfax E. Montague, husband of Barbara Wilson Montague, July 15, 1971.

1948

Robert L. Heriot, son of Harriet Gregory Heriot, June 20, 1971.

1950

Robert E. Bond, husband of Dot Medlock Bond, August 15, 1971.

1951

Emory Clyde Morgan, father of Julianne Morgan Garner, June 9, 1971.

1956

Ann King Ansley (Mrs. G. H.), date unknown.

1957

Edward Leslie Molineux, father of Grace Molineux Goodwin, Jan. 27, 1971.
 Rev. W. Ted Smith, Sr., father of Penny Smith, date unknown.

1958

Mrs. W. S. Flory, mother of Kathryn Flory, January, 1971.

1959

Mary McCulloch Moore, June 3, 1971.

1970

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AGNES SCOTT

ALUMNA CHARTERED MEMBER 1972

We have a question for you.

THE COLLEGE

AGNES SCOTT

THE ALUMNAE QUARTERLY VOL. 50, NO. 2

conten^te



Front Cover:

Eric Lewis presents a pensive photo montage of Tinsley Swann '73 and the Dana Fine Arts Building.

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The Magic Continues, or What's It All About

At the risk of aligning myself with the Establishment and—alas—admitting that I am over 30, I have a few very old-fashioned ideas to suggest. These ideas are concerned with loyalty—loyalty to excellence of standards and integrity of purpose and even to yourself. What's it all about? Agnes Scott, of course.

For the Fall issue, we asked four alumnae to verbalize their feelings about the College, about what was unique at ASC—the Magic, if you will. We published these essays not only because they were excellent but also because we believe it is time to consider again the assets of our College, time to redefine the quality of academic excellence, the benefits of discipline, the freedom from gimmicks and the opportunity to become whatever one is capable of in a community which honors truth and curiosity. If Agnes Scott is not made up of these things, then there is no reason to waste our time. If she is, it is time to think.

This article is not a plea for money—whatever you may have thought so far. Although the need for financial support is great, I believe that there is something even more important—awareness, loyalty, even enthusiasm for something in which we all have a vested interest. If I sound sentimental and “apple-pieish,” it's because I have only just realized that I have an obligation to do something for the kind of education I believe in.

Recently, I attended a conference held by the American Alumni Council. Just when I was wishing that I were eating an ice cream at Disney World, a young alumni director took the stand and said “Your school is only as good as the degree of participation of your alumnae.” Although I'm still not sure whether or not I agree completely with his statement, my immediate reaction was one of resentment—Agnes Scott is much better than her small percentage of participation—and then guilt. Up until the time that I began working at the College, I never really gave much thought to loyalty. Oh, I always intended to send that \$1000, as soon as I made my fortune (or found that millionaire). I even gave my small check—probably more for income tax purposes than anything else. And as a teacher, I had encouraged a few good students to consider attending Agnes Scott, when they asked. But I never really thought about loyalty or the obligation to give my time or, heaven forbid, a commitment.

For, you see, not only is it true that a student's

tuition does not begin to pay for her education, but the service one contributes while she is a student is not enough. We cannot walk away, saying “Well, that phase of my life is over.” In fact, one can never disassociate oneself from that place which helped mold her. For every student who has grown, developed, realized something very exciting about—forgive me—life, there exists an implicit commitment to support whatever forces allowed her to become what she is. The tangible forms this commitment should take are as various as the numbers of graduates. But the commitment must exist. For some, it will be financial support; for others a willingness to participate actively in continuing programs of the College and the Alumnae Association. For others it will be a conscious effort to seek out and encourage qualified students to attend Agnes Scott. And for still others, perhaps it will be only the awareness of the needs and/or accomplishments of the College. But for all those who gained something here and can be honest, it is a necessity.

The importance of this commitment lies deeper than the need to help Agnes Scott maintain her standards. I believe it is somehow related to the need for education in a world which sometimes seems to be confused, at best, and splitting apart, at the worst. If education of the whole person is one answer to a questioning culture, it is even more essential when commitment and involvement are “out,” when most say “It's not my place to judge,” when “doing ones own thing” seems more important than the growth of the community, any community. At a time when liberal, conservatives, right-wingers, militants, doves and hawks cannot agree on any absolutes, we are still not old-fashioned to praise education. And because the validity of the liberal arts curriculum especially is being questioned, we have the added obligation to defend a type of education that made us what we are. Unless the magic of Agnes Scott and all the others like her continues, something important about us dies too. And that brings it down to a rather personal problem, doesn't it?

If I had to wait ten years to discover my negligence, maybe you have had to have some time too. But it is now time to reassess our own uniqueness and ask why, ask to whom we are obligated. And I think that's what it's all about. ■

AS OTHERS SEE THEM

By Bertie Bond '53

In the 70's students are shoe-less,
In the 60's they were shod.
1970 girls are bra-less,
In the 60's they were bra-d.

What are Agnes Scott students like today? How do they compare with students say ten years ago? Let's take the most obvious answer first—they look different. Their hair is long; their skirts are short, or dragging the ground. Actually, they rarely wear skirts at all; it's pants most of the time. And a good many of them have a distinct aversion to shoes, except for boots during the winter quarter. Ten years ago, they all wore loafers and white socks, with the socks up so that they practically touched the hems of their skirts. In my day, the white socks were rolled down, so that one looked as if she had been in an accident in which both ankles had been broken and were

heavily bandaged. You think students look funny now? Today, the age of the natural, casual look is with us, and our students reflect the trend. It would be strange if they did not.

In the 70's tradition has faded,
Once it made the students sing.
Now the campus scene is different,
Everybody does her thing.

College traditions are less a part of the life of the campus today. Many of you will remember, for example, the activities which involved seniors—Little Girls' Day, book burning, class day with the daisy chain—these are no more. We do still have Investiture and Commencement. Chapel survives by the hardest. Formal and semi-formal dances, of course, disappeared several years ago, and this winter the Atlanta Rhythm and Brass Works will perform at a wear-anything-you-like gathering. We are fortunate; we could have been entertained by a group called Huckleberry Mud Flap, or by Quicksilver Messenger Service, or Black and Blue.

Students seem to be less interested in "togetherness." I am not sure this is really true, but they give this impression. There is certainly less participation in campus activities. They no longer gather in the Hub to sing or play bridge, or come out to watch the hockey games, or want to spend two days with each other on a student government retreat. And yet, hockey still exists, and the students who play it love it. We have had no dance for the past year or so, and this year it is back. Students got together to festoon Dr. McNair's office for his birthday. It seems to me that they have not been having as much fun as they once had, that they lack a spontaneous spirit, and I wonder if they don't miss it.

In the 70's students have freedom,
Once the rules seemed without end.
Late time limits no longer plague them,
Less restriction is the trend. ~

Agnes Scott students today have a great deal
(continued on page 4)



Breed

AS THEY SEE THEMSELVES

By Sharon Jones '72

During fall examinations, when I was first asked to write an article on "The 'New Breed' of Students at Agnes Scott," I looked around the dining hall at my colleagues who were in the midst of some *serious studying* and who were studiously avoiding any conversation on exams already taken, and I wondered, "Are we really so different from the Agnes Scott students of five or ten years ago? If so, is this difference one of gradually evolving external conditions, or one of noticeable change in our internal attitudes, or perhaps a combination of both?" A surface examination of our activities reveals that Scott students are not that much of a "new breed"; after all, we still struggle through finals, made easier by an unbelievably improved exam procedure, we still attend classes, although in a much more relaxed atmosphere, we still appear in Gaines for convocation, admittedly sometimes with a *slight* degree of hesitation, we still enjoy Black Cat and hub parties with an exuberance and enthusiasm whose origin, in our more tired moments, is somewhat difficult to imagine, and somehow, after approximately four years, we still do manage to graduate. And yet, beneath this surface of the traditional "Scottie," there does seem to be a slightly "new breed" of student, not so different from its "parent" predecessors as to be completely distinguishable, but a very interesting and multi-colored hybrid resulting from a cross between a continually changing environment and a restatement of mental and social attitudes, producing, for the most part, a healthy and vibrant variety of Agnes Scott students.

When she first comes to Scott, the young woman of eighteen already appears to exhibit some of the early distinguishing markings of the fully mature student specimen, the "whole woman," if you will, who finally emerges clad in black, clutching her purple and white diploma. Increasingly, however, that hard-earned piece of paper is not seen as a liberating license for unlimited operation in the world, for many Agnes Scott students, even as freshmen, consider

themselves to be fully operative participants in their community, city, national, and world societies.

As a "tired old senior," who could so easily become preoccupied and complacent, I note with interest the fresh alertness, the willingness to question, the social awareness, and the general breadth of experience demonstrated by Scott freshmen, qualities which I am sure I possessed only in a limited degree my first year. In the last few years, Agnes Scott students have arrived at college with a broader base of knowledge, a knowledge covering not just the strictly academic subjects, but also including more experience in what may be termed "life" study. More and more, the young women who come to Agnes Scott give of themselves—to volunteer organizations, to

(continued on page 5)



quest for more personal freedom have conducted themselves with dignity and good sense during an era in which many college campuses have been torn apart by turmoil and unrest.

In the 70's students are with it,
They are not naive or meek.
There is no great alienation,
But they want their chance to speak.

Today's college woman is much more experienced than she was ten years ago. She has traveled and read and been involved in all kinds of community activities, work opportunities, and creative experiences. She thinks she is very mature—and sometimes she is. She has certainly seen and done more than the students who came before her. In some cases, she has rarely been told "no," and she does not like it when she hears it—or thinks she doesn't. She has very definite ideas about how the College should be run, and she has no hesitation about expressing them.

Often, her concern about her education is very genuine. Today she is being given the opportunity to serve on faculty committees, to express her suggestions about the curriculum, to meet and talk with prospective faculty members when they come for interviews, to be involved actively in the current institutional self-study. Many students are taking these responsibilities seriously and are making a constructive contribution to the life of the College.

In the 70's I am older,
Middle-aged spread and hair turned gray.
And I've learned Scott students are special—
Yesterday, and still today.

This has been a difficult article for me to write because, I think, it is never easy to interpret another generation. As I read what I have written, I realize it is full of contrasts. Is there a new breed of students? I do not know. Perhaps the reason for this is that I have an opportunity to work on a college campus where I can know students as individuals. Certainly, there are obvious differences one can see today in appearance, in interests, in attitudes. Some of the current students are difficult to live with; so were some students ten years ago, and when I was in school, and, I would imagine, all the way back to the Institute. Of course, there are problems on college campuses today. But I believe that if you could know our students personally, you would like and be proud of a great many of them.■



BERTIE BOND (continued)

more freedom than did their predecessors. The rules which told them how often they should go out, what they should wear on and off campus, and when they should come in, for the most part, no longer exist. They were appropriate in their time. The days of whether to sign out on a pink slip or a white slip, of the dress policy, of hearing the train whistle and knowing it would be across the track and keep you from making it to the Dean's Office before late time limit are gone forever. Changes have come about gradually, not through student protests, or threats, or the occupying of the President's Office, but through reasoned discussions among students, faculty, and administrators who listen to and respect each other. There are still some regulations—for example, students are not to drink on campus, or use drugs, or entertain men in their rooms—but, in my opinion, the atmosphere today is more conducive to learning than it was in the early 60's when students spent a great deal of their time and energy complaining about the rules.

Academically, as well as socially, students want more freedom. They feel that under our present system of courses and calendar, they are too burdened with busy work to be creative or to enjoy learning. Yet, they have a sense of the value of a liberal arts education, and they have not pushed for gadget courses, or a so-called relevant curriculum, or an easier program.

I think that each alumna of Agnes Scott can take pride in the fact that our students in their



SHARON JONES (continued)

various causes which they deem worthy of their attention, and to interests outside of academe which serve as a means of self-betterment and/or self-enjoyment. The "new breed of Scottie" sees herself as not just a student, but as an increasingly functional entity in society.

This very breadth of knowledge and experience, however, which appears to be so beneficial in the preceding paragraphs, also contains the possibility of a certain deficiency or weakness in the new variety of the Agnes Scott student, and in today's students in general. Perhaps because we enjoy such a broadening base of knowledge, we sometimes lack a sense of direction, a definite purpose. A kind of mental sprawl sets in, an extensive but uncontrolled development of the mind's real estate whose horizontal immensity inhibits, and at times completely prohibits, the careful, disciplined construction of a depth of understanding or a height of inspiration. Consequently, there does seem to be a slight decline in the seriousness of an entirely academic pursuit, the in depth understanding, and a decline in strictly scholastic motivation, the spark of creative inspiration.

But is the so-called "decline" *altogether* regrettable; should academics be solely for academics' sake? On the student government bulletinboard in the mailroom, there is currently a cartoon of a man, garbed in cap and gown, with his face buried in a book, hastening onward, but obviously completely unable to see where he is going. The title of this little cartoon is "Academic Pursuit." The new breed of Agnes Scott student seems to desire a greater degree of practicality in the courses she selects, and this desire is reflected in the popularity of the teacher education program, the acquisition of the legislative internship program, the tutoring sessions in several psychology courses, the request for field-work credit in sociology, and even in the decline in the graduate school option as an immediate post-graduation interest. We must be careful, however, that our search for

greater personal value and practicality does not deviate into a running after that much hackneyed and meaningless term "relevancy." I believe that practical experience and a liberal arts curriculum can be coexistent, and it is our responsibility to find and maintain the proper proportion between the two, a carefully poised balance which will provide the maximum benefit to the individual.

Indeed, one of the distinguishing attributes of the new variety of Agnes Scott student is her individuality, and so, in a way, it is almost a contradiction to speak of a "new breed" of student, a term which in itself implies a certain intra-species similarity. Scott students now come from more varying backgrounds, with more divergent interest, than five or ten years ago, and therefore, I do not believe that anyone can be labeled as a typical "Scottie." A casual study by an outside observer would not reveal whether any particular student is an intellectual, a student government politician, a social activist (or butterfly), an athletic wonder, or a Phi Beta Kappa candidate. The variable "new breed" is able to combine any number of these roles, or conversely, if she so chooses, to assume none of them. Thus, because of our individualization, as a friend of mine has remarked, there are no "status symbols" as such in the Agnes Scott community, and certainly no undue, reverential awe (*good grief!*) for any of our student leaders or scholars, just because they happen to be leaders or scholars. This fact alone seems to be indicative of a healthy and productive attitude among the students at Scott.

During the past few years, when many colleges and universities were in the midst of great turmoil, Agnes Scott managed to maintain an atmosphere of relative calm and reason. Some people said that this untroubled atmosphere was only an indication of acute apathy. But beneath the surface, and in a quiet, unpretentious way, an enormous amount of constructive change occurred—and most of this change was student-initiated and student-executed. At a time when we were supposed to be so "apathetic," student government was reorganized to form a more effective and responsive system, the highly successful self-scheduling exam procedure was established and maintained, and the social rules were reduced to a set of non-negotiables, a relaxation which allowed us the freedom to further our growth as individuals.

So this is the "new breed" of students at Agnes Scott. All that remains now for us to do, is to work on our imperfections. ■

Atlanta: A Nice Place to Visit And I'm Glad I Live Here

By Susi Parks, '72

Objectively speaking, much for which Agnes Scott is praised is also found at most other women's colleges. An excellent faculty, a strong liberal arts program, a small teacher-student ratio, stimulating lecture series and cultural events, and a close college community characterize all-women schools across the country. However, Agnes Scott has one advantage which only one other woman's college can claim — Atlanta, a kaleidoscopic city of endless fascination. The possibilities for the college student to find some place new to explore are innumerable in this exciting metropolitan city, often labeled a classroom and playground for Agnes Scott.

In the area of the arts, the Atlanta Memorial Arts Center is a microcosm of the larger Atlanta kaleidoscope, for all forms of art are represented in this building. A visiting exhibition, an extensive permanent collection, a three-dimensional maze of environment art open for children's (or adult's) exploration of forms in space, and a craft shop comprise the High Museum, housed on three floors of the Center. The Alliance Theatre is a professional company which produces eight plays a season at

the Center. This season's schedule includes three world premieres by well-known playwrights. A special Alliance attraction is the "Student Ticket Plan" which enables a student to purchase, one-half hour before show-time, a ticket for the best available seat at one-half price; students may also usher and see the show without charge. Both plans are a welcome savings to the college student's well-worn budget. A more experimental form of drama is presented in the basement of the Center. This Studio Theatre is used by several acting companies for their productions, and the atmosphere is less formal than its Alliance counterpart. Symphony Hall houses all performances of the Atlanta Symphony, conducted by Robert Shaw; the symphony's chamber group, string quartet, and the Atlanta Ballet also perform here. Again interested students can take advantage of the student ticket plan or of the opportunity to usher. Something for every taste goes on at the Memorial Arts Center every night of the week.

Theatre in Atlanta is not limited to the Alliance or Studio, however. The Academy Theatre is a professional company which presents primarily experimental and innovative

dramatic experiences. Often the production is a series of improvisations involving audience participation, and students usually find this type of drama fun and stimulating. The schedule of the "Famous Artists Theatre Series," presented at the new Atlanta Civic Center, includes a number of star-casted plays and musicals; again students can usher and see the show without charge. Atlanta also has two dinner theatres, both of which feature excellent food and drama.

For those students not in the mood for the symphony, Atlanta also provides a lighter musical scene. The "Famous Artists Popular Series" includes in its 1971-72 season a variety of performers ranging from Liberace to Tom Jones. The "Famous Artists Dance Series" presents modern, Spanish, and classical dance programs during the school year; both series use students as ushers. Although not professional, several community orchestras including Georgia State's Chamber group, are responsible for top-notch musical fare for Atlanta audiences. The Emory orchestra is especially note-worthy because several Agnes Scott students are members of this group.

The High Museum is not the only source of art in Atlanta, for more

Susan Watson '72 and Claire Hodges '72 pose around sculpture at High Museum of Art





Seniors Gigi Wilson, Helen Webb, and Margaret Heltzel contemplate how to spend Daddy's money at Phipps Plaza

an twenty galleries, many of which exhibit Agnes Scott professor's work, are scattered throughout the Atlanta area. Spring brings the Piedmont Art Festival to Piedmont Park. Displays of paintings, prints, photography, environmental art, sculpture, and crafts spread informally through the park; dance, dramatic, and musical events complete this annual spring celebration of the arts. But unlike the Festival which closes at the end of a week, Atlanta continues its exaltation and exploration of theatre, dance, music, and art throughout the year.

Every honest Agnes Scott student will tell you that there is more to life than art or theatre, and Atlanta pulses with a myriad of more recreational forms of entertainment. Unique Underground Atlanta is an experience that is totally Atlantan. An old underground railroad has been converted into a gay maze of restaurants, boutiques, and nightspots in which any student could willingly lose her way. Gaslit and trolley-carred, Underground runs the international gamut from Irish pubs to Lebanese restaurants, and the types of boutiques range from gem and glass shops to clothing stores.

Once a girl finds this buried paradise, she could easily spend days wandering the labyrinth of streets and shops. Six Flags Over Georgia is another fascinating place to spend a week-end. The various rides and exhibits provide a nice break from studies, and Six Flags is an ideal place to take family and boyfriends when they come to visit.

Shopping is a favorite pastime of all college students, and a sophisticated city the size of Atlanta more than answers the need to browse and buy. For those who prefer urban shopping, downtown

(continued on next page)



Faye Hamlin, 72, browses among the antiques at the High Museum of Art

Atlanta: I'm Glad I Live Here (continued)

Atlanta is a fascinating conglomeration of large stores, small boutiques, towering modern architecture, and many unusual restaurants for a lunch break. In this age of the shopping center, Atlanta holds her own with over fifty centers. Elegant Phipps Plaza with Saks, Tiffany's and Lord and Taylor's, youth-oriented Perimeter Mall, and convenient Columbia Mall in Decatur fulfill the range of interests and needs of any college girl. Buses run downtown and to the major centers, or a Scott friend with a car is usually more than happy to spend a Saturday window-shopping.

One of metropolitan Atlanta's nice incongruities is the chance to find the serenity of nature only a short ride from the bustle of the city. Stone Mountain, with its lake for canoeing, horseback trails, and mountain pathways is only twenty minutes away from Agnes Scott. Within biking distance is Fernbank Science Center, a secluded planetarium and observatory in the middle of a preserved virgin forest, open to the public. The tranquil grounds and

gardens of the Monastery of the Holy Ghost in Conyers, GA provides a perfect picnic spot, and the monks always welcome visitors warmly. Lake Lanier is just forty minutes away, and many Scott students find sailing and water-skiing opportunities there. If, like the Romanics, one really wants to get "back to Nature", the North Georgia mountains are easily accessible for fall foliage viewing, winter skiing, and spring picnics. Atlanta neatly combines the best of country and city life for its inhabitants to enjoy.

One very handy advantage of Agnes Scott over other women's colleges is its proximity to several universities. With these schools come lectures, theatre, music, and men. Unlike most all-women schools, Agnes Scott students do not have to rely on week-end long treks to neighboring men's schools for social life. With Georgia Tech and Emory close by, dating is a much more relaxed and casual situation. Attending this woman's college does not mean never seeing men. Tech, Emory, and Georgia State also have theatre groups, art exhibits, film and lecture series, and excellent library facilities. Tech has the extra attraction of basketball and football activities, and Emory's "Community Education Series," offering mini-classes in areas from child-rearing to

cinematography, is open to Agnes Scott students. Being a member of a large university complex has distinct social and cultural advantages of which Scott students are well-aware.

A final advantage of Atlanta is the varied opportunities for community service. A city this size offers the college student many chances to become involved in helping others. Agnes Scott organizations sponsor work at the juvenile home, the detention center, and homes for mentally disturbed children. Literary and tutoring programs are available to those students interested in helping children and adults with learning difficulties. Thanks to Agnes Scott students, several girls clubs and Girl Scout troops have leadership. Churches of every denomination offer dozen of ways for the college girl to become interested in a world outside Agnes Scott's boundaries. The college is instrumental in life of the community through the work of its students in various Atlanta and Decatur projects.

All of Atlanta's cultural and recreational opportunities seem to make the metaphor of classroom and playground a very valid one. Agnes Scott is a part of an exciting city where a college student can always find something to do. Not many colleges can make this statement—luckily Agnes Scott can! ■

The Kennedy Center For the Performing Arts

By Blanche Spencer Wynne '56

On September 8, 1971, in the Concert Hall of the John F. Kennedy Center for the Performing Arts, a new era in the performing arts in America began. One hundred and seventy years ago, President John Adams said that the political capital of the United States could also serve as its cultural capital. The September opening could bring this dream nearer to reality.

Many people have contributed to the birth and growth of the Center. President Eisenhower gave his time and leadership to the project, signing the Act of Congress creating a national center for the performing arts in 1958. In 1963, President Kennedy signed a bill extending the authorizing legislation deadline five years. Later, President Kennedy's friends organized a group known as Friends of the Kennedy Center, which raised funds and maintained interest in the project.

Private businesses and individuals have also donated money. For every tax dollar appropriated by the Congress, a matching dollar was donated by the public for construction of the Center.

In addition, forty nations have donated gifts. Covering the exterior and interior walls are 3700 tons of Carrara marble from Italy. Crystal chandeliers from Austria, Ireland, Norway and Sweden hang in the Halls and Foyer. Bronze panels from Germany decorate the Entrance Plaza.

During the first season, when the Halls will be used by professionals only, a large group of artists who will be designated Founding Artists will donate their services to the Center.

The Center houses three grand theatres, the Opera House, the Concert Hall and the Eisenhower Theatre. The National Symphony Orchestra, the resident orchestra,

In March, 1970, Blanche Spencer Wynne '56, associate director of the Decatur-DeKalb Ballet, was appointed to represent Georgia on the President's Advisory Committee on the Arts. In this capacity she attended the opening ceremonies of the John F. Kennedy Center for the Performing Arts. The Gala Preview held in May, 1971, was highlighted by dinner parties, music, dancing, and a tour of the then nearly completed Center. She describes her impressions of the Center and the purpose and goals of the project.

and the American Ballet Theatre, the official ballet company, will perform some new works and some old works this fall.

The Center was created to serve the whole nation. It has the opportunity and obligation to try things that have never been tried before, to break new ground in the fields of programming and audience development and to make all Americans feel that the national cultural center belongs to them.

The American College Theatre Festival and the American College Jazz Festival are innovations in nonprofessional programming which the Center has sponsored for several years. The nation is divided into regions; in each region, judges select the best college groups for participation in regional festivals in Washington. In the spring of 1972, these college festivals will be held in the Center.

Programs like the American College Theatre Festival and the American College Jazz Festival in opera, ballet, choral music and folk music on the nonprofessional level are a future possibility for the Center.

There is a dream now that someday groups from the Center will go on tour taking the best in the performing arts to small towns across the country. There is no money or land set aside yet, but there is a dream of a National Academy of the Performing Arts connected with the Center.

It has taken thirteen years, from 1958 to 1971, to see the dream of a National Center for the Performing Arts become a reality. The name of the Center was changed in 1964 when it was designated the one official memorial to President Kennedy in Washington. The aim has not changed. The Center is to be a living force for the encouragement of the arts. The Center belongs to all Americans. ■



Agnes Scott in the World

Mattie Hart, Class of 1952

By Susannah Masten '59



Not every Agnes Scott alumna has dealt with poverty, revolution, and a new culture. But for Mattie Hart, class of 1952, life since college has been largely centered around helping others.

It began at Agnes Scott. Mattie's reaction that first day was probably that of many a nervous freshman. She arrived on campus from Gahbsettville in rural Georgia. "I felt very much the bungling, frightened and naive little country girl when I met the sophisticated and socially adept students," she recalls. Her academic accomplishments were disappointing. When she failed freshman English fall quarter, she turned to other interests: afternoon of tennis and field hockey, downtown Brownie troops, evening concerts, student government offices, and long talks with fellow students.

After graduation Mattie worked as a home missionary with coal miners and mountaineers in the Kentucky mountains. Mining tragedies, "deprivation so formidable that lives were warped," and extreme "hard doctrine" Calvinism became realities to be reckoned with.

Sandwiched within the Kentucky years were three years in primitive bush Congo with the Presbyterian U.S. Board of World Missions. On the outskirts of cannibal country Mattie taught missionary children and received her first exhilarating taste of teaching.

Then came the "three richest years" of her life—at Columbia Theological Seminary in Decatur. At Columbia Mattie says she "woke up" intellectually. Graduating *summa cum laude*, she became Columbia's first

ordained woman minister in recent times.

Work with hippies and teenagers in Atlanta balanced her seminary studies. "These contacts forced me to question middle-class America's system of values and way of life, including its educational institutions and churches," she says. "My own criteria for success came under scrutiny, as well as my abundance of material possessions."

Late fall, after turning down offers for graduate study at Harvard and Duke, she began her Ph.D. work in England under professor C. K. Barrett. Her study centers around the biblical concepts of the Holy Spirit.

Mattie feels she has swung between two dominant values, "person oriented" while she was at Agnes Scott and in the Kentucky mountains and at other times "intellectually oriented." At Columbia Seminary she brought both values together.

It is not surprising, then that Mattie should choose teaching as a way to link her interest in people and learning. For Mattie, teaching must extend to the student's life style as well as his intellectual development; classroom contact alone will never be enough. Perhaps a teaching situation in a seminary or in a college for deprived young people will be a possibility later on.

Since college Mattie has tackled the problems of coal miners, taught in the Congo, gained distinction at Columbia Seminary, and worked with hippies. Through it all she affirms, "The world is good, life is sacramental, and although sin is a reality, God is in ultimate control and man has hope." ■

AGNES SCOTT FACT SHEET AS OF FALL QUARTER, 1971

Current Undergraduate Enrollment	680
Seniors	155
Juniors	167
Sophomores	175
Freshmen	175
Special Students*	8
Juniors Studying Abroad	4
England	3
Spain	1

Students come from 33 states and 11 foreign countries.

Faculty

77 full-time professors are employed.

(71% of these hold doctoral degrees.)

Student-Faculty ratio at Agnes Scott is 8 to 1.

Annual Operating Budget	\$3,600,670.
Book Value of Endowment	\$12,844,000.
Market Value of Endowment	\$40,000,000.
Campus Acreage	92
Library Holdings	
Volumes	120,000
Periodicals	750
Tuition	\$2,000.
Room and Board	\$1,100
Students Aided	211
Number of Scholarships	207
Value	\$236,000.
Number of Student Loans	10
Value	\$6,575.

February 1972

Dear Alumna,

The Agnes Scott campus is in a ferment of self-appraisal. Please become a part of this by filling out the questionnaire on the opposite page and mailing it back to us in the self-addressed envelope within the week. We *do* need the information, but, above all, your Alma Mater needs the assurance of your interest.

Sincerely,

Myrna Goode Young,
Director of the 1971-72
Agnes Scott College Self-Study

1972 Alumnae Questionnaire

*The Institutional Self-Study of Agnes Scott College
for the Southern Association of Colleges and Schools*

1. Name: _____ (Mrs. _____)
First Maiden Last

2. Your degree from Agnes Scott was received in the year _____. Year you left Agnes Scott as a non-graduate: _____. Year and institution from which you received an undergrad. degree: _____.

UNDERLINE WHEN APPROPRIATE **ONE OR MORE** ANSWERS TO THE FOLLOWING QUESTIONS

3. If you were entering college now, would you choose Agnes Scott? yes no

Comment: _____

4. In general, how well did your Agnes Scott experience prepare you for the kind of life you now live?
well adequately inadequately

5. Your major at Agnes Scott was _____. If the content of your major program was not satisfactory, why not? _____

6. In what organizations are you or have you been active (indicate offices held)? _____

7. Your leisure time interests: _____

8. Your principal occupation since graduation: _____

9. Please describe below your present or most recent paid position:

Name of company or organization: _____

Address: _____ City, State: _____

Title or position: _____

Date employed from _____ to _____ part-time/full-time/self-employed

10. What graduate or professional degrees have you earned?

degree

field

institution

year

11. Are you now working toward a graduate or professional degree?

degree

field

institution

12. Did you receive a scholarship or fellowship for your graduate or professional study? yes no
 Dates: _____
13. How well did your Agnes Scott major prepare you for graduate study in respect to subject matter:
 well adequately inadequately
 in respect to methods of inquiry: well adequately inadequately
14. Have you had non-degree professional or specialized training (specify)?

15. What creative contributions have you made (publications, artistic works, exhibitions, other media, film, drama, inventions etc.) _____

16. As you look back over your years at Agnes Scott, how much has each of the following influenced your attitudes and behavior?
- | | | | | |
|------------------------------|-------|--------|------------|---------------|
| academic work: | none | little | moderately | substantially |
| Christian emphasis: | none | little | moderately | substantially |
| relationship with students: | none | little | moderately | substantially |
| relationship with faculty: | none | little | moderately | substantially |
| extra-curricular activities: | none | little | moderately | substantially |
| setting and location: | none | little | moderately | substantially |
| other important influences: | _____ | | | |
17. Which of the following describes best your response to the basic requirements you fulfilled for graduation: interesting, but unnecessary/useful in career/necessary for enrichment of a mature person/of little value.
18. What types of courses were not offered to you at Agnes Scott which you would like to see incorporated into the curriculum: more interdisciplinary courses/more courses of foreign literatures in translation/more courses with field experience/more senior seminars in the major.
19. In which of the following should Agnes Scott expand its offerings: programs for gifted students/programs for physically handicapped students/remedial programs/programs for study abroad/exchange programs with other colleges.
20. Do you recommend changing the composition of the Agnes Scott student body to include: broader minority group representation/broader economic group representation/broader geographic area representation/adult students from the community/male students.
21. Does the program of alumnae activities utilize the potential of alumnae for constructive improvement of Agnes Scott? well adequately inadequately Comment: _____

22. Are alumnae kept informed about current college programs? well adequately inadequately

HONOR COURT

Along with the rules and policy changes that Agnes Scott has undergone in the last several years, the judicial structure has been modified to adapt to a new system of regulations. A three-tiered judicial structure within the Student Government Association has developed and is now in practice. Dormitory Councils in each housing unit handle dorm violations. More serious infractions of the rules may be referred by a Dorm Council to Interdormitory Council, made up chiefly of dorm presidents and elected officers. The Supreme Court of Agnes Scott is now the Honor Court. It is composed of ten elected members, a great steamlining from the unwieldy twenty or more membership of the past Judicial Council. This reduction in size tends to be conducive to in depth discussions, to nurture objectivity, and to allow the members to re-examine perpetually their positions in the handling of each case.

As the supreme court, the Honor Court has impressive areas of primary jurisdiction which are deemed non-negotiable: academic dishonesty, stealing, lying, cheating, jeopardizing the safety or property of others, and violation of the drug

policy. The common denominator of these areas is honor. Through the continually altering student government and judicial organization remain that constant, the honor system. Because the honor system exists and operates successfully at Agnes Scott, the non-negotiables can be asserted and maintained. A student need not lock her dorm room each time she leaves, as at other colleges. Tests are not monitored, and professors assign take-home tests, all made possible because of the fact of the honor system. The most striking example of the honor system working smoothly, to the benefit of the campus community is the self-scheduling of examinations by students. Each student may take her exams at her convenience and in any of a prescribed number of classrooms. With a minimum of restrictions and a maximum of freedom each student is allowed to exercise and cultivate her own sense of honor in relation to other human beings.

by Claire Hodges
Chairman Agnes Scott Honor Court

PARENTS RETURN

On February 11-12, 1972, the parents of Agnes Scott Sophomores returned to college. A tradition which remains, Sophomore Parents' Weekend had two new features—a For Fathers Only reception and a Glee Club concert.

The weekend began on Friday with registration, open classes for parents, and a chapel service in Maclean. In the afternoon, classes, exhibits, and tours were available before the For Fathers Only reception at 3:00. The faculty men met the fathers and hosted a panel which answered questions that fathers were eager to know: Why is tuition so high? What does the College do with all the money?

After a late afternoon basketball game between sophomores and



freshmen, the evening activities gave the parents the choice of a Blackfriars' production "Call to Order" or a Dolphin Club water show entitled "Show Biz". And at 9:45, parents and students met in the Hub for a party. The Hub party was new last year.

On Saturday, classes with large enrollments of sophomores were held, especially for the benefit of parents (though possibly not so exciting for the sophomores). Saturday chapel featured a Glee Club performance, followed by a luncheon in honor of parents and a desert-coffee hosted by President and Mrs. Alston.

In an era when traditions are being questioned and, in many cases, destroyed, Sophomore Parents' Weekend is, by now, long-lasting and time-honored, being held for the first time in 1958.

OLYMPIC TOUR

The Agnes Scott Athletic Association will sponsor a 1972 Olympic Tour this summer. Departing New York August 16, the tour begins in Zurich, includes travels in Switzerland, Italy, Austria and Germany, and ends in Munich for the Twentieth Olympic Games, before



Senior Claire Hodges

OLYMPIC TOUR

(continued)

leaving for New York on September 6.

The highlight of the tour is, of course, the Olympic Games. During the four days spent in Munich, the group will have the opportunity to see Swimming, Fencing, Yachting, Cycling, Canoeing, Ice Hockey, Football, Basketball, and the Equestrian Event. Tickets have been secured and are available for tour members to purchase if they wish.

The group will travel from Zurich, Switzerland through the Alps south through western Italy to Rome and then north by way of Venice to Austria and finally to Germany. One of the many short excursions takes them into the "Sound of Music" country to Salzburg.

Miss Peggy Cox of the Agnes Scott Physical Education Department, is coordinating reservations for the tour. She says that there are still a few openings for students or alumnae, but if they are not filled by February 29, they will be returned to the Tour Director and opened to the general public.

A BIRTHDAY PARTY

On February 23, 1972, Agnes Scott College again observed Founder's Day. This year Dean Rusk,

former Secretary of State and currently Professor of International Law at the University of Georgia, spoke at Convocation in Gaines Chapel. Alumnae clubs across the country recognize the occasion by holding special meetings to hear a member of the Agnes Scott faculty or administration discuss Agnes Scott today.

Founder's Day is the annual celebration of the birthday of Agnes Scott's founder, Colonel George Washington Scott. Colonel Scott, born February 22, 1829, gave the money for the first building and financially supported the school during the early years. Agnes Scott was named for his mother, Agnes Irvine Scott.

As with many other formal traditions, the atmosphere, but in this case, not the purpose, of Founder's Day has changed. Originally, students actively participated in Founder's Day festivities. Costumed in period clothes, seniors performed for faculty and other students. Until recently, many local alumnae attended

Convocation, student panels and luncheon. Today it is strictly an academic occasion, reflected by the academic procession and speaker of scholastic as well as political prominence.

COURSES OPEN TO ALUMNAE

Have you ever wished that you had been able to take Mrs. Pepperdine's Chaucer course or Miss Winter's History of the Theatre course or any of those others that sounded interesting (but unnecessary for the major)? Now is your chance, alumnae, to take those courses "just for fun."

On January 20, 1972, the ASC Academic Council passed a new policy permitting alumnae and other eligible members of the community to enroll in college courses for academic credit.

Those wishing to enroll in classes must make application through the Admissions Office. Obviously, the process will be less complicated for alumnae than for those who have never attended Agnes Scott. The students will be charged tuition by the quarter hour.

All classes will be open to those who have met the pre-requisites for the courses, but preference will be given to regular degree candidates. In other words, if a popular class becomes too full, it will be closed to non-degree students.

Those who enroll will be designated special students and will, of course, be expected to fulfill all course requirements, including tests, papers, and exams, as undergraduate credit will be given upon satisfactory completion of the course. The grades will be recorded on the students' permanent records at Agnes Scott. The only problem may be that those who have been away from formal studies for a number of years may find the "going rather rough"; therefore, Dean Gary recommends that non-degree students take advantage of the pass-fail option.



Seniors dressed as colonial dames and gentlemen to celebrate early Founder's Day





DEATHS

FACULTY

Dr. John W. Good, September, 1971.
Howard Thomas, November, 1971.

1906

Annie Jo Peter Perrow, date unknown.

1908

Ethel Reid, Sept. 21, 1971.

1910

Lulu Mowry Crosland Ricaud, October 11,
1971

1915

Ethel Reid, sister of Grace Reid,
September 21, 1971.

1923

Eloise Knight Jones, October, 1971.

1926

Mrs. J. B. Wing, mother of Virginia Wing
Power, Oct. 3, 1971.

1931

J. P. McCallie, father of Anne McCallie, June 6,
1971

1933

Sue Hutcheson, date unknown.

1934

Mrs. Zack W. Jones, mother of Marguerite
Jones Love, October 27, 1971.

1938

Mary Primrose Noble Phelps, November 19,
1971.

1941

George Nicholson, husband of Virginia
Williams Nicholson, December, 1971.

1943

Ruth Lineback von Arx, November, 1971.

1945

Mrs. Jake Kuniansky, mother of Elaine
Kuniansky Gutstadt, spring, 1971.
Betty Matilda Regenstein, date unknown.

1954

Kenichi Kojima, husband of Chizuko
Yoshimura Kojima, November, 1971.

1959

Ted R. Ray, father of Sylvia Ray Hodges,
October 17, 1971.

1962

Mr. Joseph James Robinson, Jr., husband of
Joanna Russell Robinson, June, 1971.

1963

Julianne Williams Bodnar (Mrs. Donald G.),
October 14, 1971.

1965

Frederick Gordon Mudge, step-father of
Georgia Gillis Carroll, April 13, 1971.

1969

Charles B. Griffis, father of Lalla Griffis
Mangin, September 1, 1971.

Library-Agnes Scott College

Decatur, GA 30030



Harbor at Island of Rhodes

*It's almost Summer '72
... where will you be?
We'll be in Greece!*

If you are wondering what to do this summer, consider a trip to Greece. Join other alumnae, husbands, and friends on a seven-day cruise to the Greek Isles as well as trips to Athens, Delphi, Istanbul and Rome. Find a friend who shares your interest or make new friends when you come with us. All you have to do is mail a check for \$150 to hold a reservation, and you receive all the information you need.

The group will depart from New

York on June 16, fly to Athens, sail to Istanbul, and then embark on a cruise of the Aegean. Ports of call include the islands of Delos, Rhodes and Crete. More sightseeing in Athens will be followed by a visit to Delphi and several days in Rome to complete the two-week tour. We return to New York on June 30. While we are gone we will sightsee, shop, make friends and perhaps hear echoes of the past as we walk through the ancient temples or sail the Aegean.



AGNES SCOTT

ALUMNAE QUARTERLY ▣ SPRING, 1972

AGNES SCOTT

THE ALUMNAE QUARTERLY VOL. 50, NO. 3

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FRONT COVER: Christie Woodfin's composite of life at Agnes Scott, circa 1972.

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How to Keep the Magic

Fate would be fated; dreams desire to sleep
This the forsaken will not understand.
Arthur upon the road began to weep
And said to Gawen "Remember when this hand
Once haled a sword from stone;
now no less strong
It cannot dream of such a thing to do."

(Richard Wilbur, "Merlin Enthralled")

In the last two issues of the *Quarterly* we have tried to bring you back to Agnes Scott, figuratively—perhaps to elicit some nostalgia, hopefully, to renew, or even engender, some loyalty. We have attempted to redefine what the College stands for, what it has meant to former students, what it is like now. In the fall issue, the Magic of Agnes Scott—that rare quality which generates a special kind of educational experience—was eloquently defined by a number of outstanding alumnae. In the winter issue students and administrators, people living and working on campus now, discussed some of the sights, sounds and personality traits of Agnes Scott today, the tangible qualities and facts that continue to give her magic.

There seems to be only one more point to make, one more question to ask: How does one keep the magic? How can we as alumnae, as adults who believe in superior education, do our part to further the purposes, to insure the future of Agnes Scott and of all similar educational institutions, when private colleges throughout the country have been threatened by lack of financial and moral support, when many strong colleges have denied standards and turned to cheap or bizarre gimmicks, when the basic concept of formal education is being questioned by the young? As the poet said, "Merlin, Merlin . . . where are you hiding?"

Very candidly, we have tried to focus your attention on Agnes Scott again so that you could



help us answer the questions, so that you could help keep the magic alive.

And how does one go about protecting what Agnes Scott is and has been, the essence of that which makes her special? Barring Merlin's unexpected awakening, the answer probably lies finally within the consciousness—the crystal cave perhaps—of everyone who cares. But because we sometimes need a gentle nudge, as well as inspirational ideas, we suggest at least the beginning of an answer—responsibility, the responsibility of awareness and involvement.

In a world which seems to change as often as skirt lengths, becoming informed presents an almost overwhelming task. After getting everyone bathed, dressed, fed, advised and off to school or work, creating a charming home, beginning, running, ending a dozen projects or coming home from an exhausting day on a job, there is too little time for study. But learning, searching, growing are the strengths today—for the institutions and ideas we believe in, as well as for ourselves as human beings.

Few of us are experts on world events, politics or education today, but we cannot fail to realize

(continued on next page)



How to Keep the Magic *(continued)*

the importance of all of it for our children, indeed for our own future. Whether the turmoil, the unrest, the changes, the problems are frightening or encouraging, we cannot ignore the world outside our own spheres. The sources for information are myriad, from *U. S. News & World Report* and *Saturday Review* to the nightly TV news broadcast.

Furthermore, if every alumna is an ambassador/public relations woman for Agnes Scott, each of us must educate herself about the College. Obviously, everyone cannot return to Decatur for a refresher course in "Contemporary ASC," but we can learn from the pamphlets, brochures, booklets sent from Agnes Scott about present conditions at the College. Also, the *Agnes Scott Alumnae Quarterly* attempts to offer all alumnae an up-to-date picture of the College. And if the literature you receive is not informative or interesting, write the Alumnae Office. We would be delighted to answer or publish your letter, incorporate your ideas or articles, or offer a greater variety and depth of information, if it possible.

But still, awareness is not research; it is an attitude. Although reading, listening, discussing are inevitable, they are by-products not causes of an attitude which seeks to realize itself through its relationship to the surrounding events, ideas and trends. It is responsibility, the responsibility to grow, by becoming aware.

The second facet of the responsibility to keep the magic is involvement. And if that seems trite, it probably is, but nonetheless worth the repetition. Involvement means simply being true to the best you have learned to be. It means employing all the attributes and benefits that come from the swift college years: the determination, the effort of will, the discipline, the honing of the intellect, the knowledge gained from "creative sparks," the building of character, the realization of the intrinsic worth of one's fellows, the value of friendship.

And when one goes out from the campus, what then? The responsibility is there to bring into focus all the mental and spiritual qualities that weave the fibers of the inner life, that toughen the resources of the human spirit. The responsibility is there to keep alive—within you—the life of the mind through all the means available, to be the best you can whether it be wife, mother, volunteer, professional, or all four.

To be involved means that now in this time and in the place where you are, your College needs you, perhaps as never before, to support her through all the means available—projects, gifts, enthusiasm and consciously becoming the best you are capable of. We cannot forget or lull ourselves to sleep. Awareness, involvement, growth, interest—these are responsibility. They include, indeed assume, your responsibility to Agnes Scott and whatever the College and the experience of it has meant to you. If that is magic, perhaps Merlin could do no more.

by B. Pendleton and C. Bowen

About the Author

Richard Parry, Chairman of the Philosophy Department at Agnes Scott, received his B.A. degree from Georgetown University, his M.A. from Yale University, and his Ph.D. from the University of North Carolina at Chapel Hill. Assistant Professor Parry is young, popular, and as the following article reveals, eloquent and articulate.

Why Teach in a Liberal Arts College

BY RICHARD PARRY

I wish to organize these idiosyncratic remarks around a dialectic of advantages and disadvantages. A small liberal arts college has advantages and disadvantages for teachers and I recount them on the slightly egocentric belief that they will be of interest to students and former students. If the alleged facts are not interesting, here at least are motivations, rationalizations, and outright excuses.

Teaching is an art: Because the relation between student and teacher is so much more intimate than it is at larger institutions, a much greater effort can be made by a teacher to adapt courses to the interests and capabilities of students. Students are not faceless numbers who must be processed through mammoth, multisectioned courses. As a consequence teaching undergraduates can rise to the level of an art in the small liberal arts college. The use of the word "art" seems, of course, pretentious. If I say that it is related to Aristotle's notion of art, that may be more informative—but still pretentious. The problem here is that it may not be pretentious to attempt to discover principles whose application allows one to move and guide the intellectual growth of one's students; it is just pretentious to say that that is what one is doing.

With that disclaimer, let me illustrate the general way that one comes to see teaching as an art in the liberal arts college by contrasting our situation with that of larger institutions where I formerly taught. At these places, I seemed to myself to have had little choice but to aim my efforts at a point just above the median intelligence level of the class. Knowing that there was probably a large number of unqualified

students in the classroom, I could not slow up the others for the good of the unqualified. Further, the numbers are so great that variation for the sake of whatever peculiarities a particular class might present was necessarily limited. Success or even education then for a student under these circumstances is too often like the play of biological survival.

To live with this statistical reality, I became indifferent to the fact that a percentage of my students would fail my course and that others would receive no credit towards graduation. Unfortunately, often this attitude meant that I did not take the performance of my students as an indication of the quality of my teaching. One can easily believe then that from year to year it is not so much his teaching that is at stake as the ability of his students to learn. Yet under different conditions that allow one to become more closely acquainted with the intellectual abilities of his students, student performance becomes an important indication of success or failure of one's teaching. Just as a physician can know a great deal about science and lose too many patients because he is artless, so a teacher can know a great deal about his subject and lose too many students because he has no art. If it is only that at a small liberal arts college we do not have to live with the statistical realities of a large university, that alone would be enough to afford the conditions for developing teaching as an art.

Another advantage of the small liberal arts college is that it can be devoted to the liberal arts and nothing else. It is not attempting to hold its own within the arena of the university. It does
(continued on next page)

Why Teach *(continued)*

not have to dilute its mission by looking to feed its graduates into the various professional schools lurking on the same campus. Nor does it have to compete with the other imminently more practical undergraduate schools, i.e., business administration and nursing. Its identity is not always called into question by a vice president for fiscal affairs comparing its enrollment-budget ratio with that of the school of engineering. I presume that we all know that a liberal arts college is impractical and expensive. I also presume that we appreciate not having to be defensive about it all the time.

But these advantages are not the greatest. I have found that the liberal arts college is a comfortable place to grow intellectually—in some directions at least. One is not being pushed to publish or to compete in the professional realm. Nor have I been distracted by having to teach logic to nurses or philosophy to engineers. I have been allowed—even encouraged—to squander time on the “useless.” For a humanist, this means growing and maturing while teaching and mulling over from year to year the classical texts of our intellectual tradition. I have had the almost unknown delight of yearly coming round again to Plato and Aristotle, St. Augustine, Descartes and Hume. On occasion this brings an awareness of one’s developed comprehension of these rich minds—an intrinsically rewarding gauge of intellectual growth. But even on those occasions when one realizes that he does not and has not ever understood, this in itself is a refreshing reminder of the distance yet to be traveled and a challenge to do so.

If the advantages are great, the disadvantages are great as well. In the first place, the teaching load demanded of one at a small liberal arts college like Agnes Scott is enormous. It is a horrendous task to teach the number of hours one is expected to teach and to do so with the firm resolve that he will do a respectable job. The quality of teaching tends to suffer. It suffers not just because one has too many preparations to make but because the preparations are in such disparate fields of interest within one’s own discipline that it does not allow for fruitful concentration. I am not here talking about the concentration and specialization encouraged in institutions where research is the primary goal of the faculty. I am talking about the kind of



concentration which allows orderly development in one's own intellectual life. Such orderly development is very important for someone who is striving for an intellectual integrity in his teaching.

Moreover, the load leaves one little time afterward for research. Yet such research is necessary for one to keep abreast of developments in his area of concentration. Further, research and writing are necessary if one is to be on the growing edge of his own discipline. And in a more self-regarding vein, a scholar wishes not just to be a good teacher but to have some standing within his own discipline. It is merely in the interest of the college that the faculty have that standing. It is in the interest, then, of the college to provide time for its faculty to attain that standing. I have said that I am not pushed to publish; I would not mind a nudge, however, if that were coupled with a teaching load correspondingly lightened.

Another disadvantage is the parochialism and conservatism that often infects the small liberal arts college. A small college is less likely to be in the mainstream of intellectual and academic developments. Its faculty will not include people who want to teach graduate students or to do research, but those people who do are almost always those who are making the major contributions to scholarship. One tends to be insulated then from these developments and to lose sight of the outside world. Further, a small college is more likely to take a prospective faculty member's personality into account in hiring—as well as that of a current member, in questions of rehiring, promotion and tenure. This, of course, is a function of size; harmonious relations are more of a necessity in a small college. Nevertheless, this contributes to a homogeneity of faculty outlook. This not to say that there will be no disagreement; it is just that the ground of disagreement is usually very much narrower than it would otherwise be. Further, if the existing faculty is conservative, then the newer members will also be conservative—although this often comes as news to the existing faculty. That again only reflects parochialism. What this means for the teacher is that he is not challenged frequently enough or insistently enough by the audacity of creative minds. The dangers of intellectual torpor and self satisfaction are great. And since we are

so homogeneous, we are too often denied the delights of faculty members clashing on substantive issues in those areas where contemporary disagreement exists. The clashing that there is will be largely procedural skirmishes within an already agreed upon—or ever unquestioned—territory. If one does not have the intellectual delight that comes from engaging in the larger disagreements, he will miss the release of creativity that those disagreements occasion.

I do not wish this to be simply a catalogue of advantages and disadvantages. In fact it ought to be the basis for a program to build upon the advantages and to lessen or eliminate the disadvantages. It is entirely consistent with what we know of Agnes Scott to believe that we can preserve our advantages and overcome the disadvantages.

In fact, I would like to sum up my remarks—and sanction them with authority—by quoting two excerpts from Yale University's *Report of the President*, statements which seem to me to be apposite to this endeavor:

Society will need as never before minds and spirits which are not thrown or jolted or cast into despair by constant confrontation with surprise. A spirit which welcomes challenge with a hospitable mind, a willingness to take on the new and to assume the risk of unpredictability with some courage and zest, are the qualities which the world most needs. A university, then, must strive to be a place which attracts and stimulates those people who do have a taste for exploration, discovery and creation.

At the same time, a person cannot face change with serenity if he does not have some sense of what has mattered in the past and some inner conviction about which values seemed transitory and which have seemed steadfast. Precisely because of the pressures and tensions of the rate of obsolescence, society needs people who have convictions borne of their own informed, critical judgment of their heritage. The capacity to criticize and the capacity to appreciate are mutually dependent.

A university must seek to foster both. Kingman Brewster, "A Taste for Explorations, Discovery, and Creation," *Yale Alumni Magazine*; March, 1972; p. 25.

An Interview

BY CA

I came here to create a world
As strong, renewable, fertile,
As the world of nature all around me—
Learned to clear myself as I
 have cleared the pasture,
Learned to wait,
Learned that change is always in the making
(Inner and outer) if one can be patient,
Learned to trust myself.

In "Gestalt at Sixty," the opening poem of May Sarton's new book of poetry, *A Durable Fire*, the poet compares and identifies her own mental and emotional struggle to grow with that of nature, and like nature, she is willing to be reborn and to "go where tides replace time./Where my world will open to a far horizon/Over the floating, never-still flux and change." Although she is speaking here of her life in Nelson, New Hampshire, May Sarton has indeed gone out to other worlds. And she has come to Agnes Scott to create—not a poem or a home—but a sense of awareness, a knowledge of feeling, an understanding of self. Writer-in-residence and visiting lecturer at Agnes Scott, spring quarter, 1972, Miss Sarton has written more than twenty books—novels, volumes of non-fiction and poetry, including *The Small Room*, *Plant Dreaming Deep*, *A Private Mythology*. This spring she has taught English Composition and Creative Writing. She believes that "to teach is to be aware of everything." What better gift can we be offered from one who is willing to teach us?

The following are some questions and paraphrased answers that I have compiled after an interview with May Sarton on April 28, just days before *A Durable Fire* came out on her sixtieth birthday, May 3, 1972.

Question: Why did you come to Agnes Scott to teach?

Answer: For a number of reasons. The most important is that "Agnes Scott is one of the

colleges with fervor"; this is due partly to its size and location, but it is more than that. I have lectured or taught at many colleges (perhaps 300), from Harvard to the very small or very new colleges, and I have found that Agnes Scott is one of the most exciting. I came too to honor the memory of Ellen Douglass Leyburn, who was one of my dearest friends. Once I was lecturing here about ten years ago and I had been given more than thirty short stories to read and criticize. As Miss Leyburn introduced me to the audience, she said that they were "witnessing an act of grace." Also, Agnes Scott has a "beautiful" English Department—not only Mrs. Margaret Pepperdene, the Chairman of the Department, but also the young people who are alive and interesting and strong.

Question: Why did you agree to teach freshmen?

Answer: Actually, I was asked to accept Miss Margaret Trotter's schedule, so I did not ask to be given a freshman class; and sometimes, perhaps, we are disappointed with each other. But it is rewarding to see them suddenly become aware of themselves and their feelings. For example, last week I took the whole class period to read love poems, some of which were my then unpublished poems (from *A Durable Fire*), and by the end of the class many of the girls had tears in their eyes. Its thrilling to see them respond to emotion.

As for my creative writing class, it is important to know that creative writing courses are not designed to make writers (actually, it is almost impossible to teach someone to write). But "it is good to have to think about feelings; that way one can examine and use feeling; it is a way to grow." In fact, both types of courses should open up the beautiful world of trees, leaves, flowers, love, hope, anguish, fear—nature and emotion.

Question: Do you see any significant changes at Agnes Scott since your visit ten years ago?

th May Sarton

EN '62

Differences in students, faculty, administration?

Answer: Of course, there is an enormous change in dress. Even though "I have felt like Rip Van Winkle walking back onto the campus," I think it is rather healthy in the freedom it symbolizes.

The only significant change I see, and incidentally, the main disappointment I have had in the students, is that they are not more "alive." Ten years ago they were more active, especially politically. Of course, they do seem to be very active in areas of social work and community involvement, but they are not especially aware of things happening around them and things happening nationally.

"To me, to teach anything (or to learn), one must be aware of everything."

The only other disappointment I have experienced in some of my students is that there seems to be no ambition, or only a mediocre ambition. "If there is no great dream at twenty, when will one have a dream? And if there is no dream, one will have to live life moderately, lacking excitement, lacking goals."

Question: Do you have any ideas concerning Agnes Scott's realizing herself fully as a liberal arts, undergraduate woman's college in the South?

Answer: Yes, particularly in the area of racial understanding. Agnes Scott should be able to bring a greater number of upper middle class blacks into the school, particularly as Atlanta is blessed with a large upper class, wealthy community of blacks. Because Agnes Scott has so few black students, most of the girls have not known blacks who were their social, economic, and educational equals; they have known only inferiors—servants, manual laborers, etc. Therefore, they cannot really know, understand or appreciate blacks; one can never do so unless one knows one's peers. We need a more active recruitment program among the upper middle class black community here. We



May Sarton, internationally known poet and novelist, visited Agnes Scott as writer-in-residence and visiting lecturer. Her popularity as a writer was enhanced as students discovered her brilliance as a teacher.

need to say to the blacks, "We need you as much as you need us." Agnes Scott could be a leader in the crusade to get qualified, socially equal blacks, because, unlike state or government supported schools, Agnes Scott does not have to have a quota.

Question: Why do you think a woman's college is particularly valuable in the development of women as human beings as well as women?

Answer: Because of Women's Liberation, the woman's college has been given a "raison d'être." There are many things that are good about a single sex college; many things can happen in the classroom that could not

(continued on next page)

May Sarton *(continued)*

happen in a coed class; many things that can be discussed here are too emotional or personal to be discussed in a coed class; therefore, it is good to teach the short story and poetry.

But I prefer teaching in coed colleges. It is better on the whole to have mixed classes, because the girls tend to dominate, to be sharper; so it is better to have more boys than girls. Also, girls tend to take criticism badly; they take it much more personally than do boys. It is more emotionally exhausting to teach them.

At Scott, the students do see boys often, socially. Also, now that the College has more male professors than they did previously, the students have more daily contact with men.

Question: Can a woman be a great artist and have an adult relationship with husband and family? In other words, can a woman have both "worlds"?

Answer: No. I see three major problems for the woman artist. One is the antagonism of men in general—personally, critically, economically. Men don't want women to create; they are subconsciously jealous of women already, because a woman can create a baby. So a creative, successful woman (in many fields, but particularly in the arts) is a double threat to them.

Another problem is that creative success is not easy to achieve or live with anyway, but especially not for women. Although many artists are criticized for not being "normal," a woman seems to get even more criticism—frequently unfair criticism from literary critics, from society, from the "ordinary" people. She receives pity, sometimes even scorn, because she "never had a home or family; she was never a 'normal' woman."

Finally, art takes too much from you. It is a lover or husband and family; so there is almost no time or emotion left for those who need you. Any artist has this problem but it is more acute for the woman, as she usually has to give more to the family relationship—more time, more work, more emotion.

Question: Would you go back and change your life now?

Answer: No, it has been a way of suffering; but I would not change.

For ten years I have been rooted in these hills,
The changing light on landlocked lakes,
For ten years have called a mountain, friend,
Have been nourished by plants, still waters,
Trees in their seasons,
Have fought in this quiet place
For my self.

May Sarton went to Nelson, to her wonderful home in New Hampshire, to get away from the "marketplace": the criticism, the pity, the hurt, the pull of people. May Sarton represents something because she is living alone, not walled in by family, because she has expressed some things people needed to say themselves. Her fans write to her constantly; she knows that she has been helpful to people, not just because they have enjoyed her books, but because they have said, "'You have given me something; I read your book (or poem) when I needed some help. Thank you.'"

And we too are her fans. We too want to say 'You have helped us. Thank you for coming to Agnes Scott, for wanting to create a world of awareness, of feeling, of self—for our own selves.' Whatever loss May Sarton may have suffered, from sacrifice of husband, children, 'typical' woman's role, as well as from the pain of suffering from "too much caring," we have gained. We have the gift of her art.

White Elephant?

If a **White Elephant Sale** sounds to you like a disaster, it must have registered total insanity to the Agnes Scott Administration. They thought it was to be a "White Sale"—shades of linens at Rich's. But the two Atlanta Alumnae Clubs' White Elephant Sale on March 16, 1972 was neither disaster nor insanity; it was a roaring success and a fun, exciting day.

The White Elephant Sale was an auction sponsored by the Atlanta and Young Atlanta ASC Alumnae Clubs. The members were asked to bring their "treasured trash" to Penny Brown Barnett's ('32) prior to the auction date. The treasured trash—you know, all that "stuff" in the attic—changed in individuality from baby scales and vaporizers (bought, incidentally, by new or waiting mothers) to Noritake vases and a fantastic (?) seashell centerpiece. The more "valuable" items were reserved for the auction; the smaller or less marketable items were displayed and sold from tables set up as a flea market—with prices starting as low as a dime.

The doors (of Penny Brown Barnett's beautiful, big home) were opened at 10:30 A.M. for the 52 alumnae who attended to buy coffee or cokes, shop the Flea Market and visit. The auction itself began at 11:30 with Penny as the entertaining, fast-talking auctioneer and Anne Dieseker Beebe '67 as bookkeeper-counter. The auction ended at 12:30 and was followed by a free lunch of homemade baked beans and cole slaw.

As all food, drink, and "elephants" were donated by members, the only expense for the project was a nominal sum to cover mailing. And the net profit was \$312.20—excellent for a first try. This money is to be put into a savings account for the time being



GOING ONCE, TWICE, SOLD TO NUMBER 70!

Auctioneer Penny Brown Barnett '32 sells "object d'art" to highest bidder at the Atlanta Alumnae Club's White Elephant Sale. Spectators include (clockwise from right) Sally Fortson Wurz '57, Barbara Murlin Pendleton '40, Mary Jervis Hayes '67, Carey Bowen '62, Carolyn West Parker '60, and Anne Dieseker Beebe '67.

and used later for the College.

According to Anne Beebe, President of the Young Atlanta Club, the members were "very enthusiastic and eager to have another auction next year." And even the director-producer, Charlotte Webb Kendall '65, claims that the "project was a simple one to stage."

The moral of the story is that "You too can stage an auction." Or perhaps you can design your own project—for fun and profit. If the purpose of the ASC Alumnae Clubs is greater than just "getting old friends together for visiting"; if the significance of the groups (especially outside Atlanta) is actually to further the aims of the College in a given community, then you might want to consider seriously organizing a project designed to make money—and perhaps create interest. (For information about the auction or

other possible projects, contact the ASC Alumnae Office, Agnes Scott College; Decatur, GA 30030.)

GCS for Agnes Scott

In May 1972 the College is putting into effect a Gynecological Counseling Service which has gradually evolved from recognition that more must be done to meet the gynecological needs of students. After many months of consideration and discussion, the first effort was to invite Dr. Armand Hendee to conduct two educational seminars for freshmen in the early fall of 1971. Dr. Armand E. Hendee is Chief of Staff, Gynecology and Obstetrics, Emory University Hospital, and Associate Professor in the Department of Gynecology and

Obstetrics, Emory University School of Medicine. Following this, plans were developed to add a gynecologist to the ASC Health Service Staff as a consultant, and Dr. Hendee accepted the assignment. Working with Dr. Hendee and sharing responsibility for the Gynecological Counseling Service is Dr. Malcolm Freeman. Dr. Freeman is Vice Chairman, Department of Gynecology and Obstetrics, Emory University School of Medicine, and Director of the Division of Perinatal Pathology, Emory University School of Medicine and Grady Hospital. The Counseling Service is available to students for two hours a week and has been functioning on a trial basis since May 8. Plans are underway to continue the Gynecological Counseling Service this fall.

Self-scheduled Examinations

During exam week at the end of fall quarter, 1971, Agnes Scott students took their exams when they were ready. The revised exam procedure, passed by Academic Council in October, 1971, allows for a flexible schedule on the part of the student and no added burden for the faculty member.

The student takes an envelope to each of her professors, who places an exam in the envelope and sends it to the office of the Dean of the Faculty. There the exams are filed under the student's name to await exam week.

During exam week, the student simply reports to the Dean's Office before any exam period and asks for the exam she wishes to take.

The self-scheduled exam not only relieves much of the pressure imposed on the student by pre-set examinations, but also allows a greater flexibility in preparing for exams. In addition, the new method encourages, indeed demands a degree of self-discipline never required when exam schedules were dictated.

According to Dean Julia Gary, there were no incidents of student's procrastinating or confusing exams. Students and faculty reacted favorably to the revised system.

Vocations and Careers

On the evening of April 3, 1972, in Rebekah Reception Room, a casual observer would conclude that the generation gap had been bridged. And, in effect, it had. The occasion was the first Vocational Seminar sponsored by the Agnes Scott Dana Scholars. The scene included students in blue jeans and "shrinkers" or mini-skirts and sandals, engaged in serious tête-a-têtes with alumnae from various classes.

The Dana Scholars are a group of students from different classes who hold scholarships from the Charles A. Dana Foundation. The students, who are chosen according to certain strict qualifications, including but not limited to high academic standing, share this honor with students from a number of other college campuses. Although not an established organization, the girls, identified as Dana Scholars, meet as a group from time to time. And this year, because they wanted to make a constructive contribution to the College, decided to sponsor a program which focused specifically on career orientation and opportunities.

Consequently, last fall the group invited Alan Neely to speak on proper procedures for interviewing for jobs, and in April, they hosted the Vocational Seminar.

The Seminar, organized and led mainly by Cynthia Wilkes '73 and Jane Parsons '73, featured a short panel discussion by ASC alumnae, during which each member introduced herself and briefly described her occupation, any sort of special training she may have had, and how she entered her field. Afterwards, during an informal coffee, the alumnae on the panel and other alumnae who had attended the seminar, talked with individual students about their special interests in specific fields. The alumnae participating in the panel were: Blythe Posey Ashmore '58 (and her husband Jack), a housewife who works as a special team which her husband—raising children; Judy Brantley '63, a Project Officer with the U.S. Government; Sydney Fleming Corley '54, a doctor who is working with psychiatric interns and residents at Emory while her children are young; Martha Harris '70, a Loan Officer at a

local bank; Myree Wells Maas '42, retired retailer from the Casual Corner; Sarah Francis McDonald '36, a prominent Decatur lawyer; Linda Gearreald Rector '63, Merchandise Manager at Davison's; and Memye Curtis Tucker '56, presently a housewife with many outstanding talents, including playwriting, teaching, volunteer work, and incidentally, the incoming President of the Agnes Scott Alumnae Association.

New and Interesting Books

by Sally Smith Howard '60

THE BELL JAR, Sylvia Plath, paperback, \$.95, Bantam.

"A novel about Sylvia Plath's 20th year; about how she tried to die, and how they stuck her together with glue. It is a fine novel, as bitter and remorseless as her last poems—the kind of book Salinger's Franny might have written about herself ten years later, if she had spent those ten years in Hell."

THE PASSIONS OF THE MIND, Irving Stone, paperback, \$1.95, NAL.

"A novel as big as its subject. It brings one as a participant into the life and career of a bold one, Sigmund Freud, who proved that some of the most exciting challenges are not met on the battlefield or on icy mountain peaks, but inside the heart and mind of an individual human being."

THE NAKED CHILDREN, Daniel Fader, hardcover, \$6.95, MacMillan.

"This is the story of one school year in the life of Cleo, Wentworth, Snapper, Rubbergut, and Uncle Wiggly. Thirteen and fourteen year olds in the 1965-66 academic year, eighth and ninth grade students in Washington's Garnet-Patterson Junior High School, organized and led by Cleo, the only girl—they were my companions, my friends, and my colleagues. They were also the single most powerful force I have ever known for good change in bad education."

KINDS OF LOVE, May Sarton, hardcover, \$6.95, Norton.

"In May Sarton's richest and most complex novel, she writes about Willard, a small town lost in the rocky hills of New Hampshire. As the reader is taken into its secret history, he comes to know a rich variety of human beings. In some ways, this is a novel about kinds of passion and kinds of courage."

GRAIN OF MUSTARD SEED, May Sarton, paperback, \$1.95, Norton.
 "This is a book of new poems by May Sarton, all of which bear the imprint of a mature poet in a period of growth. The lyric poet whom Miss Sarton's readers have come to know is here throughout, but the lyricism has a new toughness and resilience. In both ballad and free verse forms, a searching spirit responds to the world around her."

CERAMICS: A POTTER'S HANDBOOK, Glenn C. Nelson, illus., oversize paperback, \$8.00, Holt, Rinehart, & Winston.

"A studio handbook for the practicing potter, intended to provide essential information on the history of man's accomplishment in clay and glazes and on the means of transforming raw, wet clay into fired and finished pieces."

HISTORY OF ART: A SURVEY OF THE MAJOR VISUAL ARTS FROM THE DAWN OF HISTORY TO THE PRESENT, H. W. Janson, illus., hardcover, \$13.95, Prentice-Hall.

"In the seven years after this book was first published in 1962, more

than a million copies were sold, and it was translated into eleven languages. It has become the most widely used and highly regarded art history of our time—a phenomenon in the history of the book publishing industry. Now, revised and enlarged, it is more useful than ever."

ISSUES IN POLITICS AND GOVERNMENT, David Bell, Karl Deutsch, Seymour Lipset, oversize paperback, \$5.25, Houghton Mifflin.

"To understand modern politics, one must learn to compare many kinds of evidence. This book is designed to this end. It deals with a variety of countries, approaches, and examples. Its topics range from participation to performance, as discussed by authors from the United States, Britain, France, Germany, and the Soviet Union."

THE CONTEMPORARY AMERICAN FAMILY, William J. Goode, editor, paperback, \$2.95.

"Despite group sex, despite the growing number of communal living experiments, and despite predictions of the family's impending gloom, William J. Goode sees little evidence that the family is disintegrating as a social unit in our civilization. The reason is not that secular societies find the family useless; quite the contrary, they have come to lean too heavily upon it, forcing the family to carry the burden of individual emotional problems. This book is a dynamic collection

of articles drawn from the pages of the NEW YORK TIMES by such such distinguished writers as Margaret Mead, Robin Fox, Christopher Jenck, Bennett M. Berger, Walter Sullivan."

PSYCHOLOGY AND THE HUMAN DILEMMA, Rollo May, \$2.95, Van Nostrand.

"Rollo May—teacher, psychoanalyst, author, and widely known lecturer—presents his penetrating views on the conflicts involved in being a person amid the demands of the modern world. Even as he acknowledges that the 20th century involves psychological dilemmas more pronounced and more difficult to endure or resolve than those of former historical periods, Dr. May sustains the view that man's unique ability to comprehend paradox and wrestle with dilemma can enable him to develop constructively within the 'human predicament.'"

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What's in a Name?

BY CAREY BOWEN '62

In a world which has become increasingly secularized, writing about any form of traditional religious service may appear passe. Nevertheless, young people across the country seem to be striving to find a way to express man's basic need for faith, for belief in a Creator. Some have joined the Jesus movement, the Crusade for Christ or Young Life. Others, finding these too fundamental or even fanatical in origin and expression, have turned to a secular kind of religion and become humanitarians. Even the hippies, the true ones, preach love and peace, bases of all God-oriented religions.

Although many young people—and more adults—appear apathetic, the trend among those who care seems to be to find a new name and perhaps a new expression for the same ideas they learned in Sunday School.

Agnes Scott has not escaped the questions, challenges, or changes of the young—as indeed she should not, if she is to remain attractive to thinking young women. And, naturally, the traditional religious aspect of campus life has been affected. Analyzing the presence or lack of Christian atmosphere on campus is beyond this writer's ken or courage. Suffice it to say that traditional expressions of faith have altered in personality as much as many other rituals popular in these students' parents' day.

One interesting example of changing character in 1972 is Religious Emphasis Week. For the first time since Christian Association began sponsoring a week of special religious services in 1940, the name has been changed. It is now called Focus on Faith Week.

The new name is perhaps more appropriate than the old one not only because it is more up-to-date in tone but also because it better describes the themes for a majority of R. E. Week speakers during the last thirty-two years, especially since the mid-50's. Faith, in whatever kind of world it was being termed that year, has been the single most important thing considered in R. E. themes during these last fifteen



Dr. Mary Boney, CA Advisor, chats with Dr. Robert Evens during Focus on Faith Week at ASC. Sidney Kerr '72, 71-72 President of CA, and other interested students enjoy punch and intellectual stimulation in the informal atmosphere created by Dr. Evans' relaxed approach to the Christian faith

or twenty years.

It is particularly significant to note the change in the titles of keynote speeches for the different years. As with other things, the names reflect the changing interest—from that of a fundamental Christianity in the 40's to an inner-focused analysis of humanity, though the word "faith" has appeared much more frequently in recent years.

Dr. Roswell C. Long, in the first R. E. Week, led the campus to consider the "Integrated Christian Personality"; and in 1941, Dean Ernest Cadman Caldwell spoke on "The Teachings of Jesus." However, in 1972, Dr. Robert C. Evans, bearded, wearing a stained-glass cross over his casual shirt, sat on a table or wandered around the small stage in Dana to lead the handful of students and faculty in a very academic approach to "Faith and the Future—What does it mean to be human in a Cultural Revolution." And even seven years ago, Dr. George Buttrick spoke on "Christian Faith in an Alien World." In 1952, however, when the U. S. began its fearful witch-hunt, Dr. Elton Trueblood gave an "Affirmative Answer to

Communism."

The list of speakers since 1940 shows the majority to be Presbyterians, obviously due to the traditional ties of Agnes Scott with the Presbyterian Church; however, there have been a number of Baptists, Methodists, Episcopalians, and a Quaker. And one of the two men most frequently invited back is a Lutheran, Dr. Edmund Steimle. The other was Dr. Donald Miller of Union Theological Seminary in Richmond, who came in 1947 and 48 and then again in '49 when he filled in for Dr. Peter Marshall, who died in January that year. Strangely enough, there has been only one woman to lead R. E. Week, Dr. Rachel Henderlite, an alumna of the class of '28 who came in 1956.

Perhaps the change from Religious Emphasis Week to Focus on Faith Week means only that we need new titles in a culture that has re-named everything, including themselves; maybe it simply reflects a changing interest in a secularly focused, inner-directed world. Or is this a grasping attempt to preserve something that is dying? I don't know—after all, what's in a name?

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The Alumnae Quarterly Vol. 50, No. 4

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Front Cover: An interpretation of the fragmentation at some of today's women by Christie Theriot Woodfin.

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"You've come a long way, baby"



Open Letter to the Ladies

Dear Gloria, Germaine and Mothers of the World (and, of course, all you listening alums),

We would like to ask you to stop cooking, teaching, marching, painting, sweeping, writing and working and think for a bit with us about women—as a group (that's Group, these days). Oh, we know, we know, this has all been said before (the numbers of feminist—pro and con—articles we've read are enough to make one wonder who started the fire), but WE have never said it. Of course, many Agnes Scott alumnae have voiced their individual opinions—you know, we are a hyper-vocal group in season. However, we thought, just once for fun, that one issue of the *Quarterly* might do well to focus itself on women, as women, doing women things, thinking women thoughts (after all, a female audience we've got).

Now, before you begin framing or burning the magazine, let us explain the plan or maybe the point. After reading and talking and "debating" with the men in our lives, we asked a couple of thoughtful alumnae to help us by verbalizing their feelings about Women's Lib and the contemporary feminist movement or about their own particular place as educated women in the world. Happily, they consented (it's heart-warming to discover how sympathetic ASC folks are)

and the results were amazing—not at all what we had expected, but much, much better. Despite the fact that they are diverse in style—we have everything from a collection of thoughts and feelings to a personal interview—the articles by our guests are marked by a thoughtful approach to the subject and an honest attempt to think through the writer's situation and emotions at the moment. And the amazing part is that they each reveal the author's self-consciousness as a woman, responsible to her education, her role, herself. We can see an almost uncanny obligation to realize themselves and to pass on the experience to the reader.

What more could we ask, ladies? All those other magazines explore the facts and problems of women in careers, in homes vs. careers, of women vs. men. We believe that here we have approached the real issue: who we are, individually or together. And after all, what else is important?

And if you find us forciful, albeit, female, Gloria, et.al., that's good. We give you the "thinking" woman, as we see her, as she sees herself.

Yours very truly,
The Editors

That Little Gold Band

Despite the fact that the real is the feminist movement are still and, in the main, extremely subtle we present here two view-points theme. The topic would appear

MS: Fairy Tale

Once upon a time there was a Little Girl. She played with dolls and climbed trees; she went to tea parties and rode bicycles; she read books and learned to bake cookies. Soon, as with all little girls, she began to grow up. Of course, she experienced all the little-girl-growing-up pains that plague those loooooong years—like braces and big feet, spelling and sweethearts, geography and grace, and later, bras, biology, blind dates, ballet lessons, and Boys. But despite her doubts, she did grow up and turned into a Big Girl. And everybody said, “How nice. She is surely happy.”

Pretty, witty, smart, popular, the Big Girl now had lots of boy friends—perhaps even a fraternity pin or two—and a college scholarship. She liked to wear pretty dresses and to study chemistry. She liked to dance and to lead student panels. She liked being student body president and liked going to parties. And almost everybody said, “How nice. She is happy.”

Then the Big Girl decided to become a doctor. She did. And a few people said, “How nice. She is happy.” Then she started practicing medicine for children in a big city and soon became very rich, highly respected and loved by all the children she made well. But some people said, “Isn’t that a pity. She must be unhappy.”

Now, as that was not what the people had been saying, she was confused and asked one of her men friends about it. He said, “Well, what do you expect? You are unhappy, aren’t you?”

The Big Girl didn’t think so, but she went to the store and bought some pretty new clothes and

fixed her hair style and wore her new shoes, and she felt pretty. But people said again, “Isn’t it a pity. She is unhappy.”

So she started dating one of her men friends steadily—that way she always had a date for dinner parties and theatre parties and cocktail parties and convention parties and boating parties and opera parties. Also, she liked dating her man friend; she enjoyed his company and felt warm and secure and feminine and loved and happy. But everybody said, “Isn’t it a pity. She’s unhappy.”

So the Big Girl went back home to her mother and said, “What is a pity, Mother? I feel happy; I think happy; I wake up happy and go to bed happy. Why do they say I’m not happy?” And her mother put her arm around the Big Girl and said that everybody saw what she couldn’t see, “Of course, you’re not happy; you don’t have a husband and a little girl.”

So the Big Girl got married and had a little girl and lived. And everybody said, “How nice. She is surely happy.”

—pro and con. But we suggest
 n expresses the author's desire
 wed to choose her own life-style
 intent—without interference from
 no seek to impose their own
 on everyone.

is: *Fairy Tale*," written by "one
 ters Grimm," as our anonymous
 shes to be named, is merely an
 o reveal the frustrations she has
 e imposed by a society which
 s women to be married if they
 "normal" and happy."

buttall to the pro-feminist short,
 ry, Gene Slack Morse '41, Past-
 of the Agnes Scott Alumnae
 on, has written an article which
 ain for women—from the other
 ne fence. Gene, happily married
 ester Morse and mother of four,
 es all the positive, creative traits
 man dedicated to her family but
 olved in civic and religious ac-
 well as ASC alumnae affairs.



Gene Slack Morse '41

MRS.

Falling in love, getting married and "settling
 down" to keep house and raise a family was, in my
 growing-up years of the 30's, the accepted life-
 style for most women, educated or not. We were
 nurtured in the tradition of "Women's place is
 in the home" and "The hand that rocks the
 cradle rules the world" and were convinced that
 homemaking and motherhood were the highest
 calling we could possibly follow.

True, we were encouraged at Agnes Scott to
 stretch our minds, to try our intellectual wings in
 learned endeavor, to participate in the larger
 world of the professions, government, civic
 responsibilities; but always in the back of our
 minds we were secure in the knowledge of our
 peculiar worth as women—of the unique
 contribution we could make by serving as the
 stable element in the home.

Perhaps we were brainwashed to accept the
 role our men wanted us to follow; who can say?
 At any rate, accept it we did, and for many of
 us, acceptance has led to a rewarding and
 fulfilling life of love and service, in and out of

the home. For others it has meant lives of quiet
 frustration—a feeling of being left out
 somehow, of lacking identity. And the crucial
 question here seems to be whether or not the
 latter are unsatisfied because they are truly
 unfulfilled or because they feel the guilt imposed
 by the recent inundation of feminist books,
 articles, TV shows and attitudes which picture
 the Housewife as only a lost human being, a
 creature with no identity, or even a parasite who
 contributes nothing to civilization.

The Woman's Liberation movement is great! No
 one can argue with its accomplishments in
 securing for women a more equal role in
 business, the professions, the world of letters.
 Fields of endeavor are open to our daughters
 which were closed to us, and the opportunities
 for achieving success in many careers are limited
 only by one's ability and ambition. A woman is
 no longer sentenced to the choice of Old Maid
 or Housewife, like it or not. Freedom of choice—
 a wider range of choice—is the greatest
 contribution of the movement.

But there is a negative contribution, or
 implication, also. The Woman's Lib philosophy
 has produced the "liberated woman," the militant
 feminist who considers the role of wife and
 mother to be one of slavery. For her, marriage is a
 mockery, child-bearing a rewarding experience
 only as long as the continued responsibility of
 raising the child in no way interferes with her
 career. Her emphasis is on self-fulfillment,
 without regard for the needs of others around
 her—even those others whom she has brought
 (continued)

into the world. And this new feminist has spoken in a loud voice.

What is the Woman's Lib philosophy doing to our daughters? For one thing, it has put on the defensive any educated woman who decides to follow the traditional role of homemaker. One lists her occupation as "Housewife"—with inner apologies, hesitating to admit that she has not contributed to the Gross National Product but has contributed to overpopulation by producing four children. The implication of the feminist is that she who donates her talents to her family or community is wasting them. Today's college student is torn between the world of the feminist and the world symbolized by her mother. The glory has been stripped from the jobs of homemaking and child-rearing. "Sure you keep house and have kids, but what do you *do*?"

Woman's Liberation has, in many cases, made women who have chosen the traditional woman's role feel guilty because they are not "doing anything." Despite the fact that most articles and books fail to define the basic concepts of the Movement (almost certainly it has as many meanings as adherents and opponents), and thus most women do not even know what it is, most are aware of it; and many have reacted either by joining the labor force at a time when they were not emotionally or circumstantially ready, or perhaps more damning, by feeling useless and harboring guilt for being *only* housewives and mothers.

In defense of the wife as a whole woman, let us consider as objectively as possible her life and daily tasks, indeed her almost overwhelming lifetime responsibilities. The things that we do are so numerous that a list could fill several pages. Many of us are content to spend our lives in nurturing the man we love and raising his children—our children—admittedly following his lead and spending hours, years of our time doing the little things which seem so trivial but whose importance cannot be overestimated. We believe in the home as the fount and reservoir of love, companionship, caring—a place for developing whole persons. Of course, there are dull jobs, routine tasks, which are part of the daily life of the housewife. We do the chores—mundane as well as creative—which are necessary for the maintenance and growth of a home; sometimes we smile as we work; sometimes we simply

endure the cooking and cleaning, the washing and ironing, the changing of diapers or teaching of children, the gardening, the decorating, even the planning of our homes. But we also have the opportunity—maybe, for some, the obligation—to serve as volunteers in every worthwhile field outside the home, from working in day care centers or teaching in the ghettos to leading tours of the art museums. We are PTA workers, class mothers, Girl Scout or Sunday School leaders, youth group directors, Red Cross or hospital volunteers. We are the backbone of most church organizations. We are artists, actresses, politicians, writers, organizers, beautifiers, responsible citizens. And, ironically, we are those called upon to do almost anything that requires time, energy, patience, and flexible schedules, called upon by those who work from nine to five and lack the time that we who "have nothing to do" must have.

But first of all, we are wives and mothers, proud of our role in the home and community. We do not—or should not—feel our education wasted, for education has broadened our outlook, enriched our lives and given us an understanding of human beings (after all, we do have a liberal arts education) and an enthusiasm which we can share with, or, hopefully, pass on to future generations.

We have no quarrel with the independent, single career woman nor with those of our number who have full-time, salaried jobs outside the home. Actually, many wives now successfully combine career and family. There are even moments when we envy them both the glamour—real or imagined—and the freedom from the daily tedium of household tasks. But we want it understood, especially by the young woman who is undecided as to her future role or is afraid of the consequences because she is observing the contemporary stigma placed on the housewife, that ours is a chosen role; that we are not trapped in our situation except by the voluntary responsibility to those we love. Why should women who have created homes, borne and molded children, loved, served and strengthened husbands, contributed to, indeed led, civic, religious, and political activities, feel guilt for doing nothing? The new feminism notwithstanding, the movement to liberate women has—or should have—freed women to make their choices. Let us make sure that we allow our daughters to make their own.

by Gene Slack Morse, '41

Wife, mother, teacher, and freshman law student this fall, Mary Ann Lusk Jorgenson '63 writes of her views of women and Agnes Scott. After almost ten years, she sees the experience at a woman's college as unique in that young women can try on many hats within an atmosphere that encourages self-awareness. She challenges all of us to keep it that way

A View from the Hinterlands

BY MARY ANN LUSK JORGENSEN, '63

Recently I heard a university president tally the assets of his university and comment, I suspect only half ironically, "What a pity to waste all this on the young." The words are an oblique reflection of my thoughts about Agnes Scott after ten years, one more degree, a husband, three jobs, two children, and four moves.

When students are made to feel important, creative, comfortable, they have difficulty recognizing the uniqueness of the atmosphere surrounding them. Ten years later, I appreciate having been in a place FOR women. What I remember most about Agnes Scott is relationships with competent, intelligent women. In classes and friendships, I think those opportunities to have honest intellectual searches with other women were all the difference. Also, female students held positions of leadership; incredibly, such a scheme felt natural and comfortable.

More than half the faculty were female and that ratio felt right. In fact I cannot remember even thinking about it. Nor did I feel uneasy or suspicious then about the fact that though men were a minority, they chaired more than half the departments and 40% of them were full professors while only 13% of the women had been promoted to that rank. Rather, I knew I was surrounded by women faculty of the greatest depth, women who seemed endlessly able to reach out to students and return inward to gather strength and perspective. I did somehow know that those relationships with faculty who made me feel my ideas mattered were unusual, not to be found on many campuses.

My tenure in the "real world" has shown me in fact how unique that aura of selfhood was. The pressures to "adjust" to the expected roles of wife and mother are legion, but they can be faced with the help of a "liberated" husband.

However, the images I see of women in other roles are more embarrassing. I have taught in four school systems as far apart as New York and San Diego. Teaching had been suggested as a very appropriate profession for women, and in each case the department was composed primarily of women. But each of my English departments was chaired by a man. I am no longer naive enough to think such situations accidental; rather, I imagine men were chosen to lend authority to the position. Many women were delegates to the Democratic Convention, but in my community, and many others around me, there is still a "woman's slot" on the board of education and a "woman's seat" on the city council. And last week I read in the paper about the formation of another citizens group here in Cleveland. The members had elected men to be president and vice-president and a woman to be recording secretary! I still laugh a lot despite the implicit indignities, but I doubt any woman survives the constant bombardment of such taunts without being touched.

As a result I find myself looking to Agnes Scott to recover that atmosphere of confidence in women's abilities. Increasingly, I turn to the *Alumnae Quarterly* for a special inspiration and support. And I am convinced that as alumnae we need each other as much as the college needs us.

I especially appreciate the *Alumnae Quarterly* now for the unique magazine it is. Other magazines tell us what to wear, what to cook, how to cook it, how to make husbands happy; some new ones are telling us how to create and sustain changes in our lives. But nowhere else do I see a magazine with the purpose of maintaining a sense of community among women, and no other magazine has such potential to provide inspiring images of women. As I grapple with the notion of "woman's role,"

(continued)

I need to know what women are thinking, doing, or trying to do, and what they are learning about themselves. The "Class News" doesn't answer the need for several reasons. Too often (in fact more than half the time) the entries are about people other than the graduate. And the person with a new interest, job, honor, or degree just tickles my interest but can't satisfy my curiosity, at least not in two or three lines. But sections such as "Agnes Scott in the World" do show a kaleidoscope of admirable women.

I want to hear more from women who have made choices and are living with them.

In addition to the *Quarterly* I need more contact with alumnae as individuals. I have lived too long in the hinterlands with little communication with other Scotties. Five of us did find each other in New York and I felt especially strengthened each time we got together. Such contacts made me more aware of Agnes Scott than I had been for several years. With more national organization, renewed interest in the college would spill over into benefits, especially, for example, in the area of admissions. Scott graduates do have an obligation to help qualified girls and Agnes Scott find each other, and considering that some colleges use alumnae committees to screen applicants from their geographical area, we haven't done very much. And perhaps more national organization would result in a broader geographical representation on the alumnae executive board. More participation by scattered alumnae does require a special commitment from those women whose work is more difficult from afar, and it does require money from somewhere, probably from us. But for the college to maintain a national image and for alumnae to feel their degrees are supported by a national reputation, the makeup of such boards is important.

In fact, the Board of Trustees needs the presence and ideas of more alumnae, too. Certainly no one is more interested in the continuing health of an institution nor more knowledgeable about the objectives and results of educational policies than are alumnae. In reading the *Courman Report: Ratings of American Colleges*,* I found that the ones whose boards of trustees were given high ratings had one quality in common: they all had at least one fourth (some as many as one half) their members elected by alumnae. Not only do alumnae have valuable insight and foresight to

offer, but the opportunity to vote for board members would tie us all closer to the school. At least I recognize the special loyalty and concern I have toward the university where I received the M.A.T. degree, when, every year, I receive a ballot to vote for the Board of Overseers composed entirely of graduates. And I must admit to another feeling of importance of self worth again, when I am asked for my vote.

There may be a more important reason for alumnae to serve on the Board of Trustees, the Alumnae Association Executive Board, special college committees, etc., at Agnes Scott. And that reason centers around the special situation of women today. Alumnae, perhaps, have a perspective valuable for its distance. I think the college needs to know what we think of our education ten or twenty years later. Is it still serving us well? We know the implications of college as terminal education (and for 70% of its graduates, Agnes Scott is terminal, according to figures provided by Agnes Scott in 1972 to the American Council on Education). We know different majors exist in men's colleges, such as business, journalism, engineering, all under the aegis of liberal arts, whereas women's colleges provide chiefly teacher training programs. Certainly one of the sureties of the current thinking among women is that they do not want a "man's world" either—that women are misled if they think selfhood is found totally in a career. On the other hand we cannot educate for volunteer work or a woman's role alone, however subtly. And we can't say to women, by implication again, that teaching is the suitable profession for women. Career choices must be limited for the B.A. graduate or 70% of Davidson alumni wouldn't be continuing their education. Such knotty areas are at the heart of graduates' lives whether we are at home or working, and we owe the college and tomorrow's students the benefits of our experiences.

I am glad I spent four years at Agnes Scott. I see it as a place where women can relax and work for themselves, where they can try on many roles for size and keep the ones that matter. Women need Agnes Scott, and so do alumnae. I hope we can all work together to keep it so.

* Although neither the author nor the editors can conclusively verify the reputation of the *Courman Report*, the American Council on Education seems to think "it is as good as any other rating system." Nevertheless, the author's point is well-taken.

Women Speaking Out

The following two articles were inspired by two things: a repeated request for more articles on outstanding alumnae—the sort of feature we have presented in “Agnes Scott in the World” and a desire on the part of your editors to focus this issue on women, where we stand, how we think what we do. The results of integrating these ideas are two articles which do not just picture the achievements of alumnae but give them a chance to speak for themselves as women. They were selected not because they are women—and,

incidentally, Agnes Scott alumnae—but just because they are women committed to and involved in issues and events crucial to our times. Both of them have chosen a personally satisfying career, that of wife and mother, but not at the sacrifice of their creative instincts and individual talents. We have asked them to voice their opinions and share their special problems and triumphs—to speak out, as women, as human beings, about their work.

Interview with a City Commissioner

BY CAREY BOWEN '62

In December of 1971, Ann Avant Crichton '61 was elected to the Decatur City Commission. Although Ann is not the only woman on Decatur's five-member commission, she won the seat by defeating two male candidates for her first term as an elected official. Ann has two children and a husband, Tom, who is a Decatur Attorney.

The interview, which she graciously worked into her full schedule, reveals her responsibilities, her civic plans and hopes as well as her attitudes about women in public office and women as intelligent, important human beings.

Question: Let's just start at the beginning. How did you get interested in politics?

Answer: Actually, I did not plan to become involved in politics; my involvement has a great deal to do with our move to Decatur.

Question: Okay, why did you move to Decatur? And what did that have to do with it?

Answer: We examined the town carefully before we moved. People had said that the town seemed to be “dying”; that is, few young people were moving here; there were hard feelings because of recent desegregation problems. Nevertheless, we decided to move into Decatur because it had some very appealing features. The schools are small, with good reputations for education for children. They had been desegregated—

peacefully, and we definitely wanted our children in these kinds of schools; they needed experiences for living in the world. Decatur also has some identity and some “caring.” This situation seemed to be a challenge, and we were willing to accept that challenge, to invest our financial resources and indeed, ourselves.

So my “political” career actually began in the Decatur grammar school PTA. Here they had integrated, neighborhood schools (which tend to give a sense of individual identity—a very important thing for those who live in a world becoming increasingly urbanized), but the schools had a combined council. As I worked on the council, I found that we were dealing with problems that concerned the schools directly: day care centers, working mothers, vandalism, juvenile delinquency. But they were all problems which also had wider social implications. I became active in the church and then the Decatur Cooperative Ministry. This is a group of thirteen churches in the area, a group which I helped to organize and became the first chairman of the board. We were working with problems like governmental structure, civic organization, power struggles, housing; so again I found myself dealing with problems of the whole city.

Then Decatur had a bond election in which we had to decide whether to go forward or give up the struggle for better conditions. The bond passed three to one, so there was a new reason to go on working.

Later I was appointed to the Citizens Advisory Committee by the Mayor. I had been seeing problems but I had not thought of becoming active politically myself. Then a group of men in town asked me to run for office. I actually hadn't thought of it before, and I turned them down the first time so that I could think and test the idea on my family. Finally my husband (who was more willing for me to run than I) and I decided that this was the best contribution I could make to the community.

Question: And we're glad you did. Let me ask right here, for those who are as uninformed as I, exactly what is a city commission form of government?

Answer: A Commission-City Manager form of government is one which is distinguished by the fact that it has distinct divisions of responsibility. The commission is the legislative body; that is, they set policy and pass laws. And they are executive in that they appoint the city manager, but the city manager, who is a professional, carries out the policy. The mayor is simply one of the commissioners. He and the vice-mayor are elected by the commission. After his appointment by the commission, the city manager hires the department heads; therefore, the commissioners cannot run on campaign promises to "get someone into office." Each time a new board of commissioners is elected, all department heads are dismissed, and they start all over.

The Commission-City Manager form of government is an extremely efficient form of government for towns, especially those under half a million. Many cities in Georgia are changing to this type of government, but Decatur has the only pure form.

Question: Why is this type of government so desirable?

Answer: Decatur's unique; it is non-political and non-partisan. I am not saying that party identity is unimportant; it is definitely important on a large scale (like national or maybe state) politics, but not on a small scale. And because Decatur is non-political, the whole effect is to point up the citizens, their needs and their feelings. If a governmental system is non-political, citizens' jobs are not "plums" but contributions they can

make to the city. The only officials which are elected are the commissioners and, as I said before, they do not appoint the department heads; the city manager does the appointing. So the city is run by the citizens.

Question: Are most people as uneducated about government as I?

Answer: Yes. The average citizen is abysmally ignorant about the actual situation, especially city government.

Question: Is there any way to help people become more knowledgeable about governmental structure?

Answer: Well, I am now trying to institute an intern program in the high schools so that young people can see government first-hand. They need a model program to be able to understand. Another need is for an Institute of Government, for all interested citizens.

People don't really understand the way the government works. Many times all they know is what politicians promise and then the big things the government spends for. For example, politicians run on financial promises, but 90% of the budget is spent before the officials take office; there are so many fixed costs that they don't really have the option to spend much of it the way they see fit.

However, there is another side to the picture. People should surely be interested enough to vote intelligently, but obviously everyone cannot become involved in details or actual city management. So, of course, everyone cannot be totally educated to government. That would not work. Therefore, there is fine line between non-involvement or lack of interest and an impossible involvement. But certainly concerned citizens can educate themselves on the issues and vote for those who best represent their ideas and needs.

Question: But why don't more people vote?

Answer: I don't really know, but one reason is that they cannot see the relationship between civic or legislative action (taxes for example) and what or whom they vote for. Only a few people can see the whole, but I believe that if we teach more people about governmental structure—as with the high school intern program—they should become more interested.



Ann Avant Crichton '61

One important thing that citizens don't understand is the flexibility and seeming incongruities in government. Fluidity in politics, legislation is essential, but our government, national, state and local, is so flexible that the citizens forget the purpose and the reason it is flexible. It is frustrating, but if it were not flexible as well as fluid, we would either become stagnant or go to extremes. Also, there is no right answer for everyone, so changes must be slow, so that we can weigh the options, and there must be compromise. In fact, compromise is what a democratic government is based on. But that does not mean that we stop working for change. We must work even harder for change; that is the only way that anything can ever get done; that is the only way the democratic system can move. It will move slowly, yes, but with judgment — if the officials are selected wisely by the citizens — so that the options can be weighed and the best compromise can be reached, always prodded on by the citizens who care enough to study and speak and write.

Question: This is a leading and rather obvious question, but do you think women are more ignorant about politics than are men?

Answer: Well, maybe. As I indicated, most people are uninformed about city government especially, and women have additional problems.

Traditionally, women's interests have not lain there. Also, in the case of most married women, during the first ten years of marriage to the time when the children are in school, women get drowned in the "Marriage Syndrome." This happens not only because they are tied down circumstantially but because they are so tired. Of course, day care centers would help tremendously, but children are not as confining as women make them out to be. Women forget that the quality of time and energy spent with children is more important than the quantity.

I believe that most women want to have a home and family, but many are not satisfied just to stay at home. This does not mean that they must take nine-to-five jobs; in fact, if everyone worked full-time, there would be no one to take the volunteer jobs. We would have to hire people to teach Sunday School, to assume the presidency of the PTA, to lead youth groups, etc. However, women many times do need something else to do, and these things are hard to find. Also, it is hard to get started, unless the woman is particularly aggressive and imaginative or possesses a particular interest. Finally, even when something becomes available, the decision to take it is a hard one for the wife and mother to make.

Question: Do you think that the kind of responsibility you have assumed has affected your life as a wife and mother?

Answer: Definitely, although I do not think it is necessarily bad. Of course, in politics, one is always so visible and one's image changes. Anyone must realize that before taking any sort of public office.

At first, I felt that I did not spend enough time at home with my husband and children, especially since I am frequently active at night—many night meetings, dinner meetings, speeches. But my husband likes the fact that I am in office, mainly because I am happier; also he enjoys the excitement, the glamour, the "fun" that comes to both of us as a result of the office. And he does not feel overshadowed at all. He is secure in himself; he is a successful lawyer and is not interested in public office himself, so we don't compete. Perhaps it would have been worse if we were in the same profession or both interested in the same type of civic or political activity. We

might have felt competition then. Or if he had been a different type of man, he might have been threatened. I believe that if a man is successful and feels secure, he usually does not mind his wife's participation or achievement in things that have not been traditionally "feminine."

Question: Do you think the reason you didn't become more actively involved in politics sooner was a result of your obligations to your family?

Answer: As I told you earlier, I actually had not thought of running for office until I was asked. And I turned down the first offer so that I could discuss it at length with my family. That is a difficult choice to make for them, and obviously there are some real changes that it can and does create. I thought it only fair to work out the choice with them.

Question: You have said that you actually had not considered elected office until you were asked to run. Do you think your previous lack of political ambition had anything to do with your being a woman?

Answer: Probably, somewhat. Women have not traditionally been involved in politics, especially not the elected offices. However, there is another reason. Anyone who aspires to public office must have either an inflated ego or the ability to deal with the fact that he is acting as if he had. Anytime one runs for office, he is saying in effect, "Judge me." Of course, his actual words are based on the idea that the public will judge his ideas, but the fact is that he knows that they are judging him and so he must be aware of and able to deal with the real or assumed ego which can sponsor this sort of self-confidence. It is hard to accept.

Question: I can understand the vulnerability of a candidate, especially a female one. But once she makes the plunge, do you think that a woman can serve in elected office as well as a man?

Answer: Of course, that depends totally on the woman. But in general, she certainly can. In fact, her circumstances may make it easier for her. Women have more responsibility at home, but if a woman does not have a full-time job also, her time is more flexible (I do not say she has *more* time but a more flexible schedule). Also, she can make time for study, writing, etc. For example, last winter when the state legislature was in session, I spent almost every day at the Capitol,

whereas the men on the commission had full-time jobs which prevented their attending the sessions except occasionally.

Of course, there are some problems women face once they assume office, but there are also some definite advantages to being a woman. On the plus side, there are usually more opportunities to be heard than one might have if she were not a woman, partly because people are curious about a woman who is a city commissioner (or almost any other civic official). There is novelty to it so they accept appointments with you just to find out about you. For example, a state senator might say, "Let's go to lunch and see why you are a city commissioner." And, of course, as I have his attention, I can voice my opinion or state my problem.

On the other side, this advantage contains the seeds of the greatest disadvantage. There are men who are suspicious of women in leadership roles; they feel that women are too emotional and that any leadership position is not their "place." But that is not impossible to overcome if one is aware of her business. And people expect you to be especially aware of things, capable of vocalizing your beliefs, knowledgeable about your responsibilities; all officials should be and are expected to be, but there seems to be a bit more pressure on a woman. Maybe that means that a woman has to be a little "sharper" than a man in the same position, but if one is truly interested, that problem can be turned into an advantage. A woman has an advantage because she is a woman, dealing with men. I am not trying to be a man; on the contrary, I am trying to be the best woman I can. That does not mean that I have to spend three hours on my make-up or my hair (there is not time for that anyway), but I am proud to be a woman, and I want to make the best of it. If the Woman's Liberationists are trying to make all of us just alike, they have missed the best part of being a woman. And they are missing one of the great advantages that a woman has when she is doing her job—almost any job. I am a woman and I like it. So I am going to be one, the best one I can.

Femininity is not external things; it has to do with self-awareness. This can easily be integrated with the serious acceptance of one's responsibilities as a civic leader, because therein one must also realize oneself—what he or she is and must do—as a human being.

The Greening of a Mad Housewife



BY MARY WOMACK COX '64

Mary WOMACK Cox '64, Miami wife and mother, lightheartedly pictures her initiation into and continued struggle for the preservation of the natural world. She not only advises us that "ecology begins at home," but suggests a path that many women, wives, mothers, professionals, can follow both to rid themselves of a sense of uselessness and to add their talents and education to the war for a better world.

There was a day, not too long after my daughter was born, when I found myself dressed in a faded shift, sneakers, and hair-curlers, pushing the stroller around the block and wondering how in the world I had become Mrs. Average Middle-Class Housewife, object of so much of my youthful scorn. What ever happened to the Brilliant Student, the Sensitive Artist, the Adventurous Career Girl? Where along the way had I lost ME?

Women's Lib notwithstanding, I suspect my experience was not unique. For every alumna who's been elected to public office, or risen to the top of her profession, or received her Ph.D. on the day her first child was born, there's undoubtedly another who at this stage in her career is up to her elbows in the breakfast dishes, with the morning paper, unread and oatmeal-spattered, under the high chair and an incipient Identity Crisis lurking on the other side of the very next quiet moment. The Mad Housewife—the situation is a clinché, but a reality. It's not simply that we Average Middle-Class Housewives have had

rather a bad press in the past few years; there is also a genuine sense of waste. There are obviously qualities of mind and spirit that aren't getting much use at the kitchen sink, and this disturbs us. As Linus said to Charlie Brown, "There's no heavier burden than a Great Potential."

Fortunately for me, at about the time I was trudging around the block with nothing to show for my Great Potential but a howling baby in a stroller, "ecology" was becoming a household word. Ecology had been a required course for my friends who majored in biology, and pollution had meant Los Angeles smog or, closer to home, the water in the Miami River; but suddenly, every night on the news, there was that picture of the giant hand, ready to crush the earth like an overripe melon, and that doomsday voice intoning, "Can the world be saved?" In the ranks of important questions in my life, "Where have I lost ME?" had acquired some tough competition.

My first reaction to the enormity of the environmental crisis was unmitigated, paralyzing gloom; my second was guilt. Driving around town on my little errands, I brooded over my car's contribution to smog and the paving over of the good green earth, while regretfully acknowledging the impossibility of carrying a three-month-old infant and four bags of groceries on a bicycle. After several weeks of such breast-beating futility, however, I began to look for things I *could* do to lessen my impact on the natural world.

At a meeting of a few local housewives who were also looking for ways to avoid polluting, I read an article about the damage done to waterways by the phosphate from detergents.

The writer encouraged the use of soap powder and washing soda, or at the very least, a low-phosphate detergent, and added a list of the phosphate content of several detergents. Since the brand I used wasn't on the list, within the next few days I had (1) bought a large box of Ivory Snow, (2) begun writing to detergent manufacturers to ask the phosphate content of their products, and (3) unwittingly embarked on a project that was to last nearly two years with me in the brave new role of environmental activist.

Because I had soon collected all of the detergent-phosphate lists then available, I became known among Dade County's amateur environmentalists as somewhat of an authority on the detergent problem; consequently, I found myself spending a lot of time on the telephone, giving out the latest word from the Federal Water Quality Administration, or Northwestern University, or Consumers Union. Among the information I collected and dispensed was the Chicago ordinance banning phosphate detergents, and taking our cue from this, several of us decided to work for passage of a similar ordinance in our county. Since a large and vocal organization of condominium-dwellers had the same idea, convincing the County Commission was a relatively simple affair; the ordinance was passed. Such was our political naiveté that we thought we'd won the detergent battle. In fact, we couldn't have been more mistaken.

During the next year the major detergent manufacturers brought their case to the County Commission, the Pollution Control Hearing Board, the State Legislature, and even to Federal District Court, winning delays in enforcement, and trying to have the ordinance repealed. I helped defend the anti-phosphate position before county officials time and again, and testified in court that I found non-phosphate detergents safe and effective. After the judge refused to grant the detergent makers a temporary injunction against the ordinance, we were euphoric—for one week, until the Surgeon General issued his statement condemning non-phosphate detergents as a health hazard. The battle was on again; more hearings, with doctors arguing both sides of the health question, scientists debating whether removing phosphate from detergents would really improve

water quality, and the housewives who started the whole thing urging the Commissioners to hold firm. Fortunately, they did; no phosphate detergents have been sold in Dade County since December 31, 1971, and phosphate levels in our canals are already lower.

Only scientists can determine exactly how much good the phosphate ban has done for our environment, but I know what it has done for me. During the past two years I have made new friends, learned a great deal about the complexity of both environmental problems and the political process, and gotten a new image of myself as an active leader in the community. To be honest, it has been a tremendous ego trip for the Mad Housewife to find that her Great Potential is really useful.

I used to feel that the educated housewife was perhaps a luxury, an icing person on society's cake, but now I believe we have essential roles to play. First, because we are not bound by a forty-hour work week and the pressures of earning a living, we are often able to attend more public meetings and participate more fully in community activities than men and women who have jobs. Even when our outside activities are limited by young children, we usually have a few spare minutes for keeping informed, making some phone calls, or writing letters to public officials.

Equally important, we really do influence the way our families live. Environmentalists and social scientists have warned us that if civilization is to survive, our life-style must be drastically altered; we can no longer tolerate the gap between haves and have-nots, the waste of dwindling natural resources in the production of throwaway goods, or the unrestrained expansion of either the population or the economy. As wives and mothers, we have more to change than simply our brand of detergent, though that's a start—that, and saving papers for recycling, and putting a brick in the toilet tank, and all the other little things that can add up to a less polluting household. But we will also be the ones to decide whether we really want or need to bear a third or fourth child; as the bumper sticker says, "Overpopulation begins at home." And we must teach the children we do have to live less wastefully, and more harmoniously with man and nature, and even when this means discarding

some of our own cherished habits and attitudes. No legislation can change attitudes; this is our job.

A young scientist who helped us in the detergent controversy explained his activism by saying, "Every day I see the dead fish in the tanks in the lab, and the lines on the graph that measure pollutants pouring into the water. Knowing what I know, how could I sleep at night if I didn't try to do something about it?" I remember that comment last summer when I read the accounts of the Pentagon Papers, because Daniel Ellsberg explained his actions in the same way; knowing what he knew, how could he live with himself if he did not make that knowledge available to the public? I believe that we Mad Housewives, although we're not conducting scientific studies and don't have access to classified information, are nonetheless

in the same situation as my scientist friend and Daniel Ellsberg; *knowing what we know*, as educated women, about the terrible needs and problems of the world, we will continue to feel frustrated as long as we stand at the kitchen sink and do nothing about what we know.

The only way to bear the burden of a Great Potential is to bear it into the fray. There are plenty of battles; choose your cause—or maybe it will choose you. (After all, I never set out to tackle the detergent industry and the Surgeon General!) One quotation I remember from my days as an English major seems appropriate here. Eliot was, of course, referring to his own struggle with words. Still—

"For us, there is only the trying. The rest is not our business."

(T. S. Eliot, "East Coker," V, *Four Quartets*)

MOVING

If you are moving, please give us advance notice, so that the Agnes Scott Alumnae Quarterly can follow you to keep you posted on College happenings.

Just drop this coupon into an envelope and mail to:
Agnes Scott Alumnae Quarterly
Agnes Scott College
Decatur, GA 30030

Name	(First)	(Maiden)	(Last)
Husband's name or initials			
Class			
New Street Address			
City			
State		Zip Code	
Old City, State, Zip			
Effective date of new address			

If you send advance notice of your new address, we can process it more quickly and save the College money on returned mail.
Thank you very much.

And a Final Note

BY BARBARA MURLIN PENDLETON '40

On the streets you see them, driving their "charges," running their errands. In the classrooms, the embassies, the brokerage firms, city councils, offices, hospitals, as well as the nurseries, laundry rooms, and the kitchens, they are products of a liberal arts education. And what are these women doing? Some are thinking, creating, expanding their minds, as they fill their roles of professionals, wives, mothers or perhaps all three; others are fighting a frustrating battle with uselessness, loss of identity, or even apathy as they feel a real or imagined, permanent or temporary trap of Housewife.

Neil Armstrong took a giant stride for all mankind when he took his first step on the surface of the moon. Women in the seventies need to be taking giant strides on the pavements of earth to come into their own. There are fewer women proportionately entering graduate school now than in the 30's, few beginning law or medicine, and almost none in the top levels of management in retailing, insurance, brokerages, public office or other male-dominated areas. The image of women on television is one of inferior beings eternally questioning, in strident voices, the whiteness of their wash or the polish on their kitchen floors, or of sex symbols selling mouthwash or toothpaste. One sees them jubilant when their husbands praise their lovely hands—after a day in the sink, and thrilled with their husbands' appetite for breakfast cereal. Their role in the sickening melodramas is always inferior, with some superior male solving their problems with debonair aplomb, or logical, brilliant but militant until Mr. Right walks in to transform them into lovely, simpering fools.

Surely educated women deserve better than this. When, after four years, with leather-bound diploma in hand, the Agnes Scott graduate emerges into the world, she does not want to be patted on the head and told, "That's fine, but what can you do? How many words per minute

do you type? Do you take shorthand?" And, this, sometimes even with a graduate degree!

This point of view does not imply that the woman must avoid or abandon husband, children and fulfilling family life, unless she so chooses. It merely implies that each woman can come to terms with her own life if she seeks a way. The opening of the windows of the mind does not necessarily lead to graduate school, the professions or even a job, but on the other hand it should not necessarily have a stagnating and corrosive effect on those who voluntarily choose roles of wives and mothers.

Although the ways are as multitude as the numbers and the interests of the women, the attitude is a constant: I am important, a whole, complete being, with love and talent and ideas to contribute. The challenge must be provocative.



Agnes Scott President's Advisory Council Named

A President's Advisory Council has been established this year and held its first meeting on May 19. It is composed of men and women from various cities throughout Georgia, and from other states.

The membership consists of alumnae, husbands of alumnae, children of alumnae, parents of students, and other interested persons. It brings together people who are interested in civic and educational affairs and in Agnes Scott College. They represent a wide geographical distribution in the South, varying ages, and wide fields of interest, ranging from young mothers to a past governor.

The purpose of the Committee is to provide a two way means of communication between Agnes Scott and the members. The College wants to tell them about Agnes Scott as it is today and what it hopes to be, and in turn, to receive the reactions of the members to these aims and thus to add a new dimension to the view of activities, progress, and plans of the College. The group will have no direct responsibility to the College, but its members, who will meet together once a year, will be well qualified to interpret Agnes Scott.

Members of the President's Advisory Council are:
Martha Eskridge Ayers, Alumna
Eugene L. Bothwell, Architect,
Bothwell Jenkins, Slay & Associates
Harlee Branch, Jr., Former Chairman,
The Southern Company
Lawton M. Calhoun, President,
Savannah Foods and Industries, Inc.
Charles S. Daley, President, The
Fourth National Bank
Harry L. Dalton, Chairman, Executive
Committee, American Credit
Company
Kenneth W. Dunwoody, Jr., President,
Cherokee Brick and Tile Company
Edward E. Elson, President, Atlanta
News Agency
Margaret Powell Flowers, Alumna

Harriet Griffin Harris, Alumna
W. T. Harris, Chairman, Harris-Teeter
Supermarkets, Inc.
Raymond A. Jones, Jr., Executive
Vice-President, J. A. Jones
Construction Company
Monroe M. Kimbrel, President,
Federal Reserve Bank of Atlanta
Bert Lance, Director, Georgia State
Highway Department
J. Erskine Love, Jr., President,
Printpak, Inc.
Julius A. McCurdy, Chairman, Decatur
Federal Savings and Loan
Marian W. Ottley, President,
Connecticut Realty Company
Evangeline Papageorge, Ph.D.,
Alumna, Associate Dean, Emory
University School of Medicine
Ida Louise Brittain Patterson, Alumna
John C. Portman, Jr., Architect,
John Portman & Associates
Louis Regenstein, Attorney,
Kilpatrick, Cody, Rogers, McClatchey
& Regenstein
Dean Rusk, Distinguished Professor,
University of Georgia School of
Law; Former United States Secretary
of State
Carl E. Sanders, Attorney, Troutman,
Sanders, Lockerman & Ashmore;
Former Governor of Georgia
Miriam F. Smith, M.D., Alumna,
Psychiatrist
John W. Thatcher, President, Banana
Supply Company
Pollard Turman, Chairman, J. M. Tull
Industries, Inc.
Margaret Weeks, Alumna

Call for Nominations For Executive Board

Suggestions for nominations for elective positions on the Executive Board of the Alumnae Association are in order. The Nominating Committee will be considering candidates for two regional vice-presidents: Region I (Conn., Del., Ill., Maine, Mass., Mich., N.H., N.J., N.Y., Ohio, Penn., R.I., Vermont, and Wisc.) and Region II (Ind., Ky., Md., N.C., S.C., Va., Washington, D.C., and W. Va.), treasurer, career advisory chairman, education

chairman, house chairman, and nominations chairman.

Requirements for the positions include time to attend the three annual board meetings plus a strong feeling of loyalty to the College, and the time and ability to work on their specific duties and in their areas of responsibility.

A committee of the Board has been at work reviewing and up-dating job positions on the Executive Board. These resumes will be distributed at or before the first meeting.

Your suggestions for nominees with any pertinent materials should be mailed not later than a week after you receive the Quarterly to:

Alumnae Director
Agnes Scott College
Decatur, Ga. 30030

The materials will be forwarded to the Nominations Committee.

Council Meeting Set For February at School

Plans are underway for an Alumnae Council meeting to be held in February. Invited back to the campus will be class presidents and secretaries, fund chairmen, alumnae admissions representatives, regional vice-presidents and club presidents. Workshops, panels, discussions of the tasks at hand and suggestions from alumnae will be part of the day's activities as well as a time for recreation. All of Atlanta's recreational facilities will be available.

Many new plans and projects will be discussed, as well as current issues and concerns. Students, Dean Gary and Dean Jones and Dr. Alston will be the afternoon panelists and speakers. It may well prove to be one of the most inspiring of times for you—one of rededication, and realization of the values and spirit that are at Agnes Scott and what alumnae can do to keep them alive. Please mark your calendars now and plan to come—you will be hearing more shortly.

Happiness is Taking Stock in Agnes Scott

The Atlanta Agnes Scott Alumnae Club has planned a varied series of programs for the 1972-73 meetings. They are presenting these diverse topics as a Conglomerate, designed to interest the alumna in "investing" in herself by participating in club activities and meetings whose programs range from lecture/discussions of great literature, new fiction and American biography to speeches dealing with the 1972 student and the future plans for the College.

The September program opens the year with Dr. George P. Hayes, Professor of English, Emeritus, on "Great Literature." And Miss Robin Jones, Dean of Students, describes "The Agnes Scott Student—Vintage 1972" at the October luncheon at the Swan Coach House.

A Holiday Tasting Brunch in November features food, fun and Dr. Wallace Alston speaking on the Agnes Scott in the future, in "The Way Ahead." Then in January, Assistant Professor of English, B. W. Ball leads a review of two books, *The Mind of the South*, by W. J. Cash and James Dickey's *Deliverance* and short stories by Flannery O'Connor.

Finally, in March, Dr. Walter Posey, Professor of History and Political Science, Emeritus, lectures on "The Essence of Biography," which will explain how to read and appreciate biographies as well as how to select interesting, valid biographies to read and study.

For a Fair Fall

On Monday, September 18, from 10:00 A.M.-3:00 P.M., Main Quadrangle will be transformed into a busy, colorful bazaar. The occasion

will be the first "Fall Fair" sponsored by the Agnes Scott Faculty Wives' Club.

The fair will feature potted plants, bedspreads, curtains, posters, prints, hand-made pottery, mobiles, and cushions as well as "white elephants" and home-made goodies—all for sale to students, faculty, staff and alumnae. Proceeds will be donated to the Martin Luther King Scholarship Fund.

A group project, for which members are donating and selling goods, the fair is designed to benefit the entire College community by exhibiting attractive merchandise and contributing to the Scholarship Fund, which in the Spring of 1972 was worth only \$2,910. The scholarship, awarded annually to a Negro student, is an Endowment fund, from which only the income can be granted to a student.

Joyce Staven, Chairman of the Faculty Wives' Club, and Susan Parry, Fair Committee Chairman, hope to make the Fall Fair an annual event. They would also like to invite all alumnae in the Decatur-Atlanta area to come for fun, food, and profit.

A New Direction

The Decatur Agnes Scott Club takes a new direction this year as it salutes the city of Decatur which is celebrating its 150th year. The programs will seek to point up the role of the College in the community, and to involve Decatur friends and neighbors in some of its presentations.

The speakers for the first program, a luncheon meeting, will be representatives from the city government; the program is entitled "Understanding Decatur".

The national political scene will be the focus of two nights in late October when the Agnes Scott

Department of History and Political Science and the Decatur Club will present a lecture by Professor Angus Campbell, Director of Survey Research Center, University of Michigan, "Symposium: Election 1972", and the following night a panel discussion "The 1972 Election: Trends and Changes in the American Electorate and the Implications for the Future of American Politics". Panelists will include Professor Campbell and distinguished journalists and politicians. A public reception will follow.

The December meeting will be a history of Decatur's first 150 years 1823-1973 by Mrs. Caroline Clarke '27, former director, DeKalb County Department of Family and Children's Services.

"Gown Helps Town" will be the focus of the January meeting when Dr. W. Edward McNair, Director of Public Relations will be the speaker. At this time a community project will be presented and discussed.

"Fashions Old and New" is the theme of the March meeting. The annual fashion show is always a time of fun for all, and this year it will depict fashions of the past as well as present and future.

Climaxing the year's themes, projects and programs will be the "May Celebration—Town and Gown". The May Dell will provide the setting for displays by the Garden Department of the Decatur Woman's Club and of the Art Department of Agnes Scott College. The entertainment will be provided by the Decatur-DeKalb Civic Ballet and the Agnes Scott Madrigal Singers. Booths, art, singers and dancers in the al fresco setting will be a colorful and exciting finale to which the college and the community will be invited.

A Greek Excursion

On the afternoon of July 16 twenty travelers boarded Olympic Airways for Athens, Greece. The group was composed of alumnae, friends, parents, and a husband. A sleepless night (for most) was followed by an invigorating climb to the top of the Acropolis in the 90 degree heat, then some confusion as to what ship on which to embark. Finally, order, sanity, and reason prevailed, cabin assignments were made, luggage delivered, and travelers were free to do as they pleased. For the next seven days the *Jupiter* cruised the Aegean, including day-long stops on the islands, and sailing through the Dardenelles to Istanbul. At Izmir, Turkey the only unfortunate event occurred. Alumna Helena Hermance Vilgour '26 broke her leg on board the ship. After it was set she and her husband Jim flew home from Athens. A side trip to Delphi was included in the Grecian idyll and a few days in Rome completed the tour. One remembers the cloudless blue skies, the serene temples, magnificent theaters, the haunting beauty and genius of the classical art that flourished in the second millennium, B.C., the clamor and color of the bazaars, the palaces and lofty churches, sleepy villages, the Villa d'Este Fountains by night; myriad sights pervade the senses even after weeks at home. But also one remembers the people—the Greeks and the Italians and the other Americans, the expertise of the guides, and the innate kindness of people everywhere.

To Be a Tower Club

"An alumnae club is an organization of alumnae of Agnes Scott whose purpose is to promote the interests of the College and to

develop among the alumnae a spirit of fellowship and service." This statement, set out in the Agnes Scott Alumnae Club Handbook, defines officially the purpose and intentions of an alumnae club. But informally and specifically, what is the "raison d'être" and function of an alumnae club?

Obviously, a club will provide an opportunity for alumnae to meet other alumnae in the community, renew old acquaintances and gather to exchange ideas or perhaps simply to enjoy social intercourse. Also, it should offer interesting, stimulating programs of intellectual enrichment as well as serve as a liaison for the College and alumnae, wherein the alumnae can keep informed of the College's growth and development. However, there would seem to be a further purpose for alumnae clubs; the alumnae club should serve as a channel for a unique contribution from alumnae to Agnes Scott. Alumnae, especially those affiliated with a club can intelligently interpret the aims and standards of the College to the community, as the members individually exemplify the product of the kind of educational experience Agnes Scott offers—a vital public relations role. This, of course, means that all alumnae represent the College any time they speak or write of it; therefore, consciously or not, each alumna is an advertisement to young women interested in attending college.

The second, very tangible contribution alumnae clubs can make is to assist in fund-raising. Individually, alumnae have always been generous in their financial support of the College, and certain clubs have supported the Fund regularly. Some clubs make an annual donation with money left over from dues, and three clubs have set up special endowment funds: the

Chattanooga Alumnae Club Scholarship Fund, worth \$2,007; the New Orleans Alumnae Club Scholarship Fund of \$4,510; and the Washington, D.C. Alumnae Club Scholarship Fund, now worth \$1,100. The efforts of these and other clubs are certainly commendable, but as with any endowment gifts, only the income from these funds can benefit the student and consequently the College. Therefore, in these inflationary times when all private institutions must fight to keep rising costs equal to or below current, operating income, there is a new obligation both for interested, loyal alumnae and for alumnae organizations as a group.

The Club Chairman and the Project Chairman of the Agnes Scott Alumnae Executive Board have a challenge and a suggestion for all alumnae clubs. They believe that each club could become a Tower Club by contributing \$1000. to the ASC Annual Fund. Actually, the money could be raised and banked over a period of time and donated to Agnes Scott each time it reaches \$1000, at which time the club would receive a special citation and recognition as a Tower Club.

The best method for a club to reach its total is fund-raising projects. And despite the fact that many people feel saturated with "projects," they can be fun. Book Fairs, Wine-tasting Fetes, Auctions, Fashion Shows, Gallery Openings, Home Tours, Bazaars—the possibilities are limitless and the rewards, substantial. Not only can clubs make a valuable contribution to the operation of the College, but the effort should result in a stimulation of interest in the club and in Agnes Scott among members.

In the early fall, the Alumnae Executive Board is going to suggest a national project for all clubs to

participate in if they are interested. This kind of project has been very successful for other women's colleges, and the Agnes Scott Alumnae Association is eager to initiate an appropriate and stimulating project which will be fun for the members and extremely helpful for the College. (In fact, if anyone has a suggestion, the Project Chairman would be delighted to consider it. Just send it to the Alumnae Office; Agnes Scott College; Decatur, GA 30030.) Information about a proposed national project and specific details about becoming a Tower Club will be published in the *Quarterly* and will be sent to all active clubs as soon as possible.

A Threat to Family Security

Have you ever taken a good hard look at the Federal estate tax? You should, for it may pose a real threat to your family's security.

A \$200,000 estate can be depleted by taxes of more than \$50,000 in passing from a husband to his wife and then to his children. And the greater the value of the estate, the higher the possible tax cost. The Federal estate tax at your husband's death could be as much as \$150,000 if his estate is valued at \$500,000. But careful planning can dramatically minimize this harsh depletion.

Assuming that your estate—or your husband's estate—is too small to be hit with a big tax can be a tragic mistake. The tax is imposed on capital—all the property a person is able to accumulate with a lifetime of effort. And in today's inflationary economy, it is probable that the family wealth of most of the alumnae of Agnes Scott College is well in excess of the \$60,000 estate tax exemption.

For proof, add up the present values of your home, your bank accounts, your securities, your business interests, your realty investments, and all your other assets. Then add in the full value of your jointly owned property, the full proceeds of all life insurance and any death benefits that may be payable to your family. Is the total over \$60,000?

Recognizing the danger is the all-important first step. After that, there are many roads open to minimize the tax and still carry out your objectives. If you're married and most of the family wealth is held by your husband, the so-called marital deduction can greatly reduce the estate tax that will be payable at his death. However, the marital deduction can be highly technical. So you'll both want to be sure its benefits aren't inadvertently lost.

Married or single, you can reduce your estate tax liability by making a gift or bequest to Agnes Scott College. For our Federal tax laws, including the Tax Reform Act, encourage the generous private support of America's colleges and universities by providing many tax benefits for gifts to education.

Thus, if you make a deferred bequest to Agnes Scott College, your estate can gain a large tax-saving deduction even though your family will receive all the income from all your property. Trusts are important. They can often avoid a costly second tax on the same property and still give your beneficiaries sound, flexible security. And trusts created during your lifetime can also minimize your income taxes, separate for you the burdens and anxieties of ownership from the rewards of ownership and serve as a cornerstone for a very effective estate plan.

Can your family afford to ignore the Federal estate tax? Few can. The price is too high. And careful, skillful planning—taking advantage of trusts,

the marital deduction and deferred gifts to education—is too rewarding to pass up.

Agnes Scott College has a publication explaining the estate tax and time-proven techniques for lessening its impact. We urge you to send for it as a first step toward an estate plan which will accomplish all your objectives. If you are interested in obtaining information, write to the Development Office, Agnes Scott College, Decatur, Ga. 30030.

Decatur Arts Festival

Can you imagine music of all types, art in all its forms, bagpipers, Greek dancers, clowns, all performing and in view of the Courthouse Square in Decatur on an April day? The second annual Decatur Arts Festival took place on Saturday, April 22 and was expanded into a day of fun and festivities for all age groups.

Art including sculpture and design was displayed and sold. The participants included local artists, students from the city schools and from Agnes Scott College. Alumnae and students from the College also acted as hostesses during the day, no mean feat since it coincided this year with Alumnae Day at the College.

Music was continuous during the day and varied from organ grinders, rock music to Senior Swingers. Weaving, wine decanting, tie dyeing, candle making, wood carving, furniture refinishing, and silk screening were demonstrated.

An early morning downpour forced some of the exhibits and activities under cover but failed to dampen the spirits of the crowd. The success of the past two years promises to make it an annual event and one of involvement for all Decaturites.



DEATHS

FACULTY

Dr. Mary Stuart MacDougall, June 19, 1972.

INSTITUTE

Rosa Aubrey Gooding (Mrs. Henry E.), August 24, 1971.

Angie Cubbedge Stegner (Mrs. J. O.), Winter, 1972.

ACAD

Marion Phinzy Black (Mrs. David C.), Spring, 1972.

Hazel Ross Gaddy (Mrs. J. Lockhart), April 13, 1972.

Annie Widener Holbrook (Mrs. R. S.), January 19, 1972.

1906

Alice Cowles Barringer (Mrs. Osmond L.), March 14, 1972.

1909

Louise Dallis Park (Mrs. Emory), November 16, 1971.

1910

Marian Brumby Hammond (Mrs. J. Frank), September 25, 1971.

1911

Theodosia Willingham Anderson (Mrs. W. W.), May 11, 1972.

1913

Gertrude McDowell Scott, January 25, 1972.
Emma Pope Moss Dieckmann (Mrs. Christian W.), May 11, 1972.

1914

Katherine Kennedy Goodman (Mrs. John M.), April 3, 1972.

Anna Turner Ireland (Mrs. David W.), January 15, 1972.

Mary Ward Harrington (Mrs. W. D.), September, 1971.

1916

Aileen Fisher Freels (Mrs. J. C.), Winter, 1972.
Almeda Hutcheson, sister of Louise Hutcheson, May 20, 1972.

Clara Weekes, date unknown.

1917

Annie Lauri Flake, date unknown.
Florence Gresham, Spring, 1972.

1919

Jean Baker Todd, February 19, 1972.
Almeda Hutcheson, May 20, 1972.

1920

Katherine Richards Morton Dortch (Mrs. Robert), March 27, 1972.

1921

Mary Louise Green Morrow (Mrs. T. G.), January 31, 1971.

Augusta Laxton, August 17, 1971.

Sarah Stansell Felts, May 8, 1972.

1922

Helene Norwood Lammers (Mrs. Claude Joh), June 25, 1972.

1924

Francis Amis, January 31, 1972.

Ann Hertzler Jervis (Mrs. R. A.), November ; 1971

1925

Jennie Lynn Duvall Nyman (Mrs. Richard C.), March 2, 1972.

Laura Margaret Mitchell, Winter, 1972.

Mildred Plunkett, Winter, 1972.

1926

Helen Atkins Morgan, February 27, 1972.

Charles Gilbert Meriwether, husband of Elizabeth Little Meriwether, February, 1972

1937

Mary Gillespie Thompson (Mrs. Cecil), June 14, 1972.

1939

Mary Workman, March 17, 1971

1940

Walter H. McGee, husband of Earnestine Ca McGee, May 22, 1972.

1942

Elise Schukraft, mother of Helen Schukraft Sutherland, March 28, 1972.

1943

Theodosia Willingham Anderson, mother of Emily Anderson Hightower, May 11, 1972.

1949

Henry Quillian, brother of Dorothy Quillian Reeves, April 24, 1972.

1951

Nell Roach Hollifield, mother of Anne Hollifield Webb and Betty Hollifield Leonard June 11, 1972.

1952

Bernice Wing Lee (Mrs. J. G.), October 11, 1971.

1973

Melanie Kay McManus, July 10, 1972.

Reba W. Jones
Library

Circle the time & Circle the square

Circle your days & Circle the block

Circle the room & Circle the problem

Join a circle or move in a certain circle

But

Don't Fail to circle your calendar for

February, 1973

THE ASC ALUMNAE COUNCIL

Come to ASC Alumnae Leaders: Presidents & Secretaries

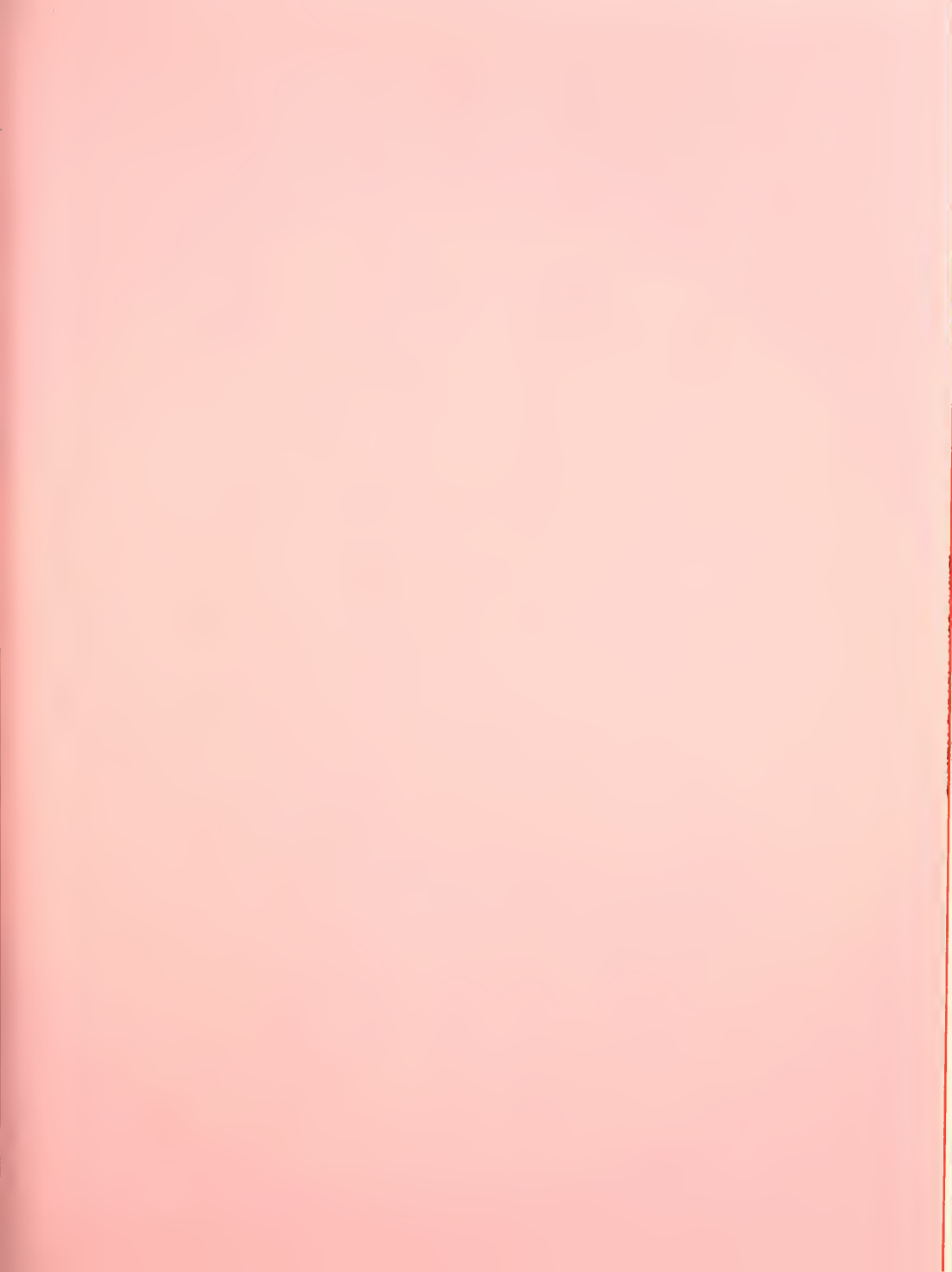
Fund Chairmen, Admission Representatives and

Regional Vice-Presidents

All invited for a day of learning

(See page 15 for details)

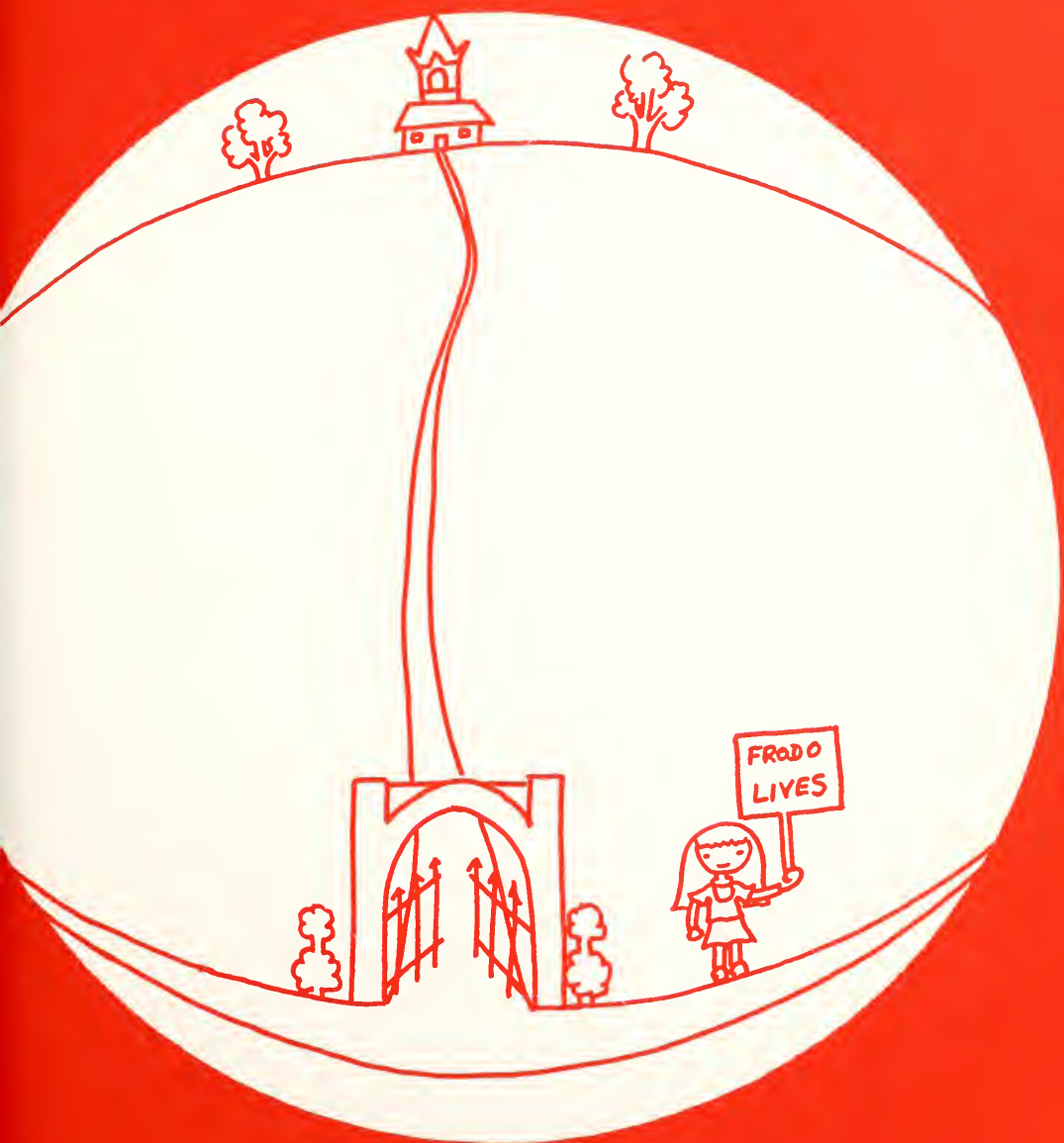
We plan a Magic Circle and anticipate A Circle of Friends





AGNES SCOTT

ALUMNAE QUARTERLY □ FALL 1972

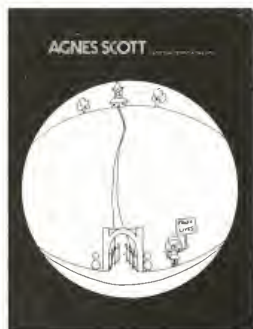


AGNES SCOTT

THE ALUMNAE QUARTERLY VOL. 51 NO. 1

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Front Cover: Judy Brantley '63 whimsically pictures the ASC student carrying the sign of hope—that "Frodo Lives" and that the spirit, the value, the special opportunities offered by the private, liberal arts college will endure.

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Frodo Lives...at ASC

In J.R.R. Tolkien's modern/medieval epic about evil and good, power and annihilable war and the struggle to preserve life in his imaginary Middle Earth, the protagonist Frodo must conquer seemingly insurmountable obstacles to return the ring of absolute power to its dark place of origin and thence destroy it. Physically wounded, emotionally scarred and no longer innocent, Frodo is nevertheless undefeated. He completes his mission and, in the final chapter, sails away with some of his companion Ring-bearers to a "brighter land" west of the sea.

The popularity among the young of Dr. Tolkien's trilogy and his hobbit* hero Frodo inspired the button manufacturers once again to cash in with button-pins boldly proclaiming "Frodo Lives." The students and older idealists wanted the world to know that they knew Frodo lived through his perilous journey and saved his land for those who would follow, or perhaps that good, imagination, beauty and bravery could triumph in a world fraught with evil. And we want the *Alumnae Quarterly* to wear this sign of hope.

Using the symbolic statement for a more specific idea, though no less important, we too would like to announce our optimism and our belief that noble things can triumph—that the spirit, the value, the essence of the private college will survive. We believe that the opportunity to experience and learn creativity, appreciation of ideas, sensitivity to the worth of human values, the basic qualities of mind that allow a person to adapt and contribute to civilization—indeed, the special advantages that a college such as Agnes Scott can offer—will endure.

In this issue of the *Quarterly* we have delineated some of the major concerns of the private liberal arts college, and we have the obligation to our readers to probe the problems, to depict the objectives, to restate the values and directions of this type of education.

The times are crucial, but private liberal arts colleges are struggling mightily with their

problems. In the fiscal area Agnes Scott is in the black, but it is not an easy task (See page 15). Over a hundred private colleges have gone under and closed their doors. But the picture is not all grim. Princeton has reversed a \$1 million deficit in 1970-71 to a surplus of \$32,000 in its \$80 million dollar budget in 1971-72. Alumnae and friends of Agnes Scott have been a major source of income in past years and we depend on them in an ever-increasing way for their understanding and gifts.

In the area of admissions our article on the Alumnae Admissions Program seeks to let alumnae know the problems of the single-sex private college and what steps Agnes Scott is taking to provide as large a pool of well-qualified applicants as possible. (See page 4).

In the United States students by and large have become cynical about the Establishment, but in some colleges, including Agnes Scott, students are continuing to work through the means available to effect the changes they feel are necessary to their intellectual growth. The young women at Agnes Scott today believe in the validity of a liberal arts education and the concept of a single-sex college.

The immediate concerns of these students are those dealing with the realm of the mind: the academic ability of the students, the quality of the work, the relations between students and faculty members, the kind of classroom experience which fosters creativity and imagination. (See page 6).

Although in this issue of the *Quarterly* we describe some of the obstacles and challenges faced by the private, liberal arts, single-sex college, our tenet is that this institution and others of her ilk will pass through the dangers, overcome the obstacles, and continue to perform her valuable mission. (After all, a hero cannot die.)

*A hobbit is an imaginary creature smaller than a dwarf with large furry feet who lives in a hobbit hole.

Summer Quarterly Evokes Response

Although a *Letters to the Editor* column is hardly an innovative idea, the magazine staff has been eager to initiate one in the *Alumnae Quarterly*. We believe that personal opinions from readers can only aid us in creating a better, more relevant periodical, and perhaps the publication of these letters will stimulate other alumnae to verbalize their ideas and reactions to the contents and editorial approach of the *Quarterly*. Obviously, this type of column is impossible without communication from alumnae, so we urge all readers to feel free to write us their responses to the *Quarterly* as well as their feelings about the College and/or the Alumnae Association. Our only request is that because of limited space letters to the editor run no more than 250-300 words, if possible. In order to provide the kinds of activities, literature, and information you desire, we must maintain an honest, uninhibited exchange of ideas with you. Please help us

To the Editor:

The *Alumnae Quarterly* arrived last week and I was upset by the approach to the whole issue of the Women's "Movement." To me it represented a very shallow handling of a subject which I know many women are struggling with intensely—yet there was no sense of personal questioning. It seemed more like: "At Agnes Scott we didn't want to be so subjective that we can't maintain a critical, objective attitude."

To be specific . . . I was sorry to see that you used the term "Women's Lib" to refer to the Women's Liberation Movement. That's really a convenient title invented by the media which suggests a passing fad rather than a serious phase of an historical struggle. . . .

I was also sorry that the story about the woman who became a doctor didn't go more deeply into the issues of a real life situation. I sympathize with the author and wished that she had spoken more specifically of the problems and the ambivalence that she felt.

The defense of women in traditional roles was just the same old story: a

woman who raises children and does volunteer work, etc. knows she's performing a valuable service, and it's true that our society doesn't place any value on that service (e.g. financial reward, since women are not even eligible for Social Security after fifty years of housework). But I think there are fewer women who are satisfied by this role, given a wider range of choices, than Gene Morse implies. . . .

And it one is really concerned with change in a community, why not be in a position to use power directly, e.g. in professional work or in an elected office, instead of always trying to influence things from behind the scenes (which seems sometimes to be the Agnes Scott ideal)?

I don't think Women's Liberation is saying that women have to choose between marriage and family and a career. In fact, I think that many women writers have suggested that an ideal situation would involve close human relationships and satisfying work. And this goes for men as well as women. Women's Liberation is trying to give both men and women broader experiences that they might be fulfilled in more ways that they traditionally are, for example, freedom for men to spend more time with their children as they mature.

I was glad to read Mary Ann's responses to the College and her experiences now, after ten years. I agree with her suggestion that alumnae need more chances to hear about others and reflect on their experiences at Agnes Scott. Another suggestion of hers that I endorse is that we hear more from alumnae in the *Class News* and less about husbands. I'm not nearly as interested in what one's husband is doing as in more details about her. In fact, I would like to see other ways of presenting news about alumnae which would not be limited to a list of facts.

I know I sound critical, but I care about the *Quarterly* being relevant to

us and to the issues that are on our minds. I think you share that goal, and that what I say will be taken seriously. That's why I am letting you know.

Lynn Denton '63
Philadelphia, PA

The editors were especially appreciative of this letter and the time and thought that went into it as well as the concern that motivated it. Because of the length, we were forced to cut a few very salient points. However, we hope that we maintained enough of the thrust that other alumnae will read and react

In response only to your preference for news of alumnae rather than of their families, we heartily agree and can only plead ignorance. Many alumnae, either from modesty, conditioning, or lack of respect for their own activities, accomplishments and thoughts, send news only of husbands, children, or even grandchildren. Can you think of a solution?

As for another method of presenting alumnae news, we have not only tried to feature regularly one or two women in the "Agnes Scott in the World" section, but have included the news column "Where It's At," hoping to incorporate short news items about individuals or groups of alumnae as well as campus events. But again, we must depend mainly on bits and pieces acquired usually by accident.

—Ed

✱ ✱ ✱

To the Editor:

I finally got around to reading my *Alumnae Quarterly*, which arrived some weeks ago. I have several more or less minor comments which I would like to take the time to pass on. . . .

It's not all complaints I have—I like what goes on in the *Quarterly*; I even read the other classes' news. I'm proud of my school and glad I went there. I only wish I could visit with other alumnae more.

I have managed only one reunion in two years and have never been invited to an area meeting of alumnae until this spring in Raleigh, after I'd been away from Durham nearly a year! I begin to feel mildly bitter

then the only semi-personal contacts are at money-request time. Not that I object to being asked for money; I'd just like a little more. Is all this the problem of the class secretary? I know everyone has to be at least as busy as I am, after all I work only part time and have only one child, but I don't want to feel that my college is slipping away from me because I can't have plane fare every year at union time.

Finally, when news items are received there at the Alumnae Office, are they never passed on to the class secretaries? I never seem to have the address of our secretary at hand, so I've sent big news like marriage, my son's birth, etc., to your address, but mention is not made. This sounds self-centered, but my experiences make me wonder if others have the same.

Shannon Preston Cumming
McCormick '60
Philadelphia, PA

The editors do not think you are self-interested, and we want to print your letter and the answer, as many others have had similar complaints about clubs and Class News. Perhaps we can explain the mechanics and the Alumnae Office's responsibility and/or capability. Clubs presently exist in about fifteen cities in the country, but we can only keep up with our organization, indeed their existence, if the officers let us know. Though the Office is willing to help any interested alumna organize a club, the ideal alumnae must not only set up and run the clubs, but they are also the ones to control the meeting times and invitations. Also, obviously, it would be possible for us to send the names of everyone who had recently moved into the area, unless the officers should write a complete list every year (we cannot do it automatically because we do not know the new officers until they write or call). And even then, we would miss the people who had moved after the list was sent. Incidentally, we have about 10-300 alumnae who change habitats every three months, and the problem of merely recording them is overwhelming to the staff!

And Class News—a highly misunderstood and criticized problem for your editors. Theoretically, Class News is written by each Class Secretary and sent to the Alumnae Office. However, because of many complicated problems of ours and of busy secretaries, many times the Class News Editor (who, in the way, must double as Alumnae Office Secretary, when we have one) must simply collate the various items we receive through letters, phone calls, and personal contacts. Also, the mechanics of printing Class News are quite involved in

that she must sift through all items to be sure they have not appeared in past issues or that they are not simply unfounded rumor. Because we are very human, some items are unwittingly omitted, but we are happy to print any news that is not repetitious or too long for the space available. Finally, we do not send news to class secretaries as they would simply have to send it back to us, and even if that were not complicated, it would be too time-consuming.

—Editor

* * *

To the Editor:

The marvelous Summer Quarterly came yesterday and among other things has focused a number of random thoughts that usually come to me about the time we get settled in a new place and then slowly sink back into the subconscious. . . .

It seems that you are making a monumental effort to get on a schedule and catch up with the season. I wonder if you have an unreasonable delay in actual production or if it has been at the office's end of things. At any rate, I like the turn the contents have taken. Two suggestions: 1) Fix the deadlines on the big events for alumnae—Founder's Day, Reunion, even Christmas. The ones published do not reflect a tie-in. If need be your class notes deadline could be separate. As of now, you are missing three good class notes bonanza periods, especially Christmas. 2) Encourage more and better class notes. Often the notes don't even mention where someone lives. In fact, usually they don't. This is a useful fact, especially in non-club areas. Most people read up and down year-groups from their classes. The notes could be done in fine type and very narrow margins in order to hold down production costs and include more news. I think this whole area needs a good deal of attention—after all this is the basic link.

As an afterthought, I think most would join me in suggesting that if you could have another article by going to slick paper, do so. I think the Quarterly looks elegant, but would rather have more of it, more promptly.

Esther Thomas Smith '61
Vienna, VA

Thanks for your praise and suggestions. About schedule, sometimes there is a printer's delay, but frequently, the holdup comes from the "creative" end. Compilation of Class News takes many days of staff time, and class secretaries

are a few days late sometimes. We do try to include the last-minute items, but, because of the alphabetical organization, this sometimes requires re-typing and re-iving. And though your editors must plead guilty to tardiness in many cases, we have little control over guest authors who are kind enough to share their time and ideas (without remuneration) but sometimes run a few days after deadline. Speaking of deadlines, they are set up to coincide with publication times instead of alumnae activities. These time limits, although possibly not particularly logical for Class News, are a must if we are to adhere, even loosely, with a quarterly publication schedule. Also, we cannot include any address unless the writer specifically requests it. I'm sure you can see how much space that would require. However, anyone interested in a specific address may write the Alumnae Office at any time.

About more class notes, there seem to be two sides to this question. Many alumnae have encouraged us to cut down as much as possible on numbers of items and condense the news we include, so that the space could be used for more articles or more extensive treatment of the subject matter.

Finally, we appreciate the suggestion about the use of slick paper, however, after looking into comparative prices, we found that there is little difference in costs of the two types of paper. And we too prefer the vellum finish. As for setting the Class News in finer type, we have considered the possibilities for some time but have not come to a final decision. Some alumnae feel that smaller type would be difficult to read. Incidentally, we would welcome opinions on this idea from any alumna.

—Editor

* * *

To the Editor:

I just want to tell you how much I enjoyed the last issue of the Quarterly. The articles have been excellent, and the book review is an interesting addition. The Class News Editor has done a great job of pepping up Class News.

Elizabeth Dykes Leitzes '65
Irvington-on-Hudson, NY

* * *

To the Editor:

Thank you for the best Quarterly ever! I received the Summer, 1972 issue yesterday and read it from cover to cover without stopping. Especially did I enjoy the articles by Mary Ann Lusk Jorgenson '63 and Mary Womack Cox '64.

Betsy Hammond Stevens '61
Ellijay, GA

(continued on page 27)

Building a B

BY

One of the most ominous and ironic predictions in the last few years for the future of the private liberal arts college appeared in a magazine review of *Models and Mavericks, A Profile of Private Liberal Arts Colleges*, by Morris T. Keeton. Mr. Keeton stated, "Private four-year liberal arts colleges dominated American higher education for over two centuries. No other single type of institution has so enriched the academic enterprise or been the source of so much creative thinking and innovation. They have been models of institutional autonomy and have set standards for concern for the individual student. Today, however, they enroll only one in five of all American students in colleges and universities, and this proportion, despite predictions of increasing enrollments, will become smaller in the years ahead."¹

As a result of countless prognostications similar to Mr. Keeton's as well as the tangible evidence of smaller applicant pools and decreasing enrollments, most private institutions have begun to open the windows of their ivory towers. They are in the process of re-examining both the image and curriculum of the institution and their methods of locating and attracting prospective students. To alter the metaphor, colleges are not only "building better mousetraps," but they are beginning to market them more effectively.

Agnes Scott too is not immune to the crisis threatening the survival of many similar institutions. Therefore, despite her historically conservative attitude and approach as well as the traditional stability and absence of serious enrollment difficulties up to this point, Agnes Scott has not been afraid to re-evaluate the total College environment and purpose, including academic programs, student activities, faculty and administrative accountability, policies and positions, justifiable goals, and alumnae affairs. One result has been an intensified study of curriculum and calendar and the initiation of

certain external procedures, particularly an enlarged, more complex plan for fund-raising and an expanded admissions program.

In 1971, the Alumnae Office and the Admissions Office launched the Alumnae Admissions Program by asking alumnae in specific areas of the country to serve as Alumnae Admissions Representatives for the College. Since that time, the numbers of alumnae involved have increased and their responsibilities have become more extensive and more relevant to the efforts of the College as a whole. In part, the growth has been brought about by a re-evaluation of the program by the College, but mainly, the enthusiasm and loyalty of the alumnae have effected it.

Philosophically, the essential position of the alumnae representatives is that of "referral centers" for students in the area to receive information about the College. The representatives have been provided enough current material about Agnes Scott in 1972 as well as information about general admissions procedures to be able to answer questions from interested students and their parents and to judge when to refer questions to the Admissions Office. The names and addresses of these alumnae appear in the *Agnes Scott College Bulletin* which all students who have indicated an interest in the College receive.

In addition, the alumnae representatives' duties have been broadened to include, when possible and appropriate, attending College Day/Night programs held at local high schools, when the College admissions representatives have been unable to attend; planning get-togethers in their homes for prospective students, to present the College slide show and introduce the girls to the admissions representative; actively seeking out high school guidance counselors to present themselves as liaison people who are available for information or even for immediate, personal contact with local students; and most important, remaining alert to possible prospective students

Mousetrap

'62



who might have an interest in Agnes Scott if they received information from the College and/or spoke with an informed alumna. These volunteers, while certainly not expected or qualified to replace the official admissions representatives, serve as informed field workers who can assist the staff and represent the College "on the spot."

Obviously, the aims of any high-quality college admissions program are to obtain and maintain a sizable pool of suitable applicants to ensure the enrollment of enough academically and emotionally qualified students for each incoming freshman class. And notwithstanding the historically fine work of the ASC Admissions Office as well as the attraction of Agnes Scott as an institution which offers a unique educational experience for young women, the purpose of the Alumnae Admissions Program is to expand the range and the efforts of the Admissions Office, especially when distance or time makes it impossible for staff representatives to reach the specific areas.

The thrust and effect of the program, however, have gone deeper even than a wider geographical exposure of the College. The representatives have not only furnished valuable information on a local level; they have provided a significant personal contact for the student from someone "unofficially" attached to

the College and yet equipped with pertinent information as well as first-hand knowledge of the experience at Agnes Scott. Although the effectiveness of the Alumnae Admissions Program is statistically undeterminable after only one year, the enthusiasm engendered and the image of the College, honestly and personally projected, must certainly prove to be an enhancement of the admissions program, a positive enrichment of the future student population, and not the least important, a strengthening factor for alumnae-Agnes Scott ties in the years to come.

President Alston believes, as he had occasion recently to say publicly, that the plan for the use of alumnae in admissions is one of the most promising of the means that Agnes Scott is employing to discover and interest students who should enroll here.

In an article published in a 1961 edition of *Saturday Review*, Frederick W. Ness, then president of the Association of American Colleges, said that "the survival of the small college depends largely on its creativity."² Ten years later he amends his statement to say that "an absolute prerequisite to creativity is the ability to think and to plan realistically and as a unified academic community."³ The Agnes Scott Administration, by an honest self-examination and the initiation of some far-sighted new programs involving the entire academic community—faculty, students and alumnae—has taken steps not only to ensure the survival of the College as a high-quality liberal arts college, but also to preserve the vitality, the attitude, the spirit which makes this kind of education a unique experience in the maturation and development of the whole person.

¹ "Public vs. Private Institutions," *Alma Mater, The Journal of the American Alumni Council*, 45 (December, 1971), 9.

² "The Survival of the Small Colleges," p. 38.

³ *Ibid.*, pp. 38-39.

Lest We Grow Complacent

BY CAREY BOWEN '62

Originally, this article was to be an opinion poll, primarily cataloguing answers from a number of students to questions concerning the continued survival of the private, liberal arts, single-sex college. However, as this interviewer listened and noted the thoughts of the first few students, the character began to change and a broader, more complex theme and design emerged. Therefore, rather than a simple, objective recording of random student opinions, the piece has become a more subjective discussion of the questions by a few articulate, interested students.

The five students represented below obviously do not reflect a cross section of the Agnes Scott student population, but these young women reveal singularly mature judgment as well as unquestioned loyalty and devotion to Agnes Scott, albeit colored somewhat by the enthusiasm and impatience of youth. These students are: Susan Freeman, senior, Julia Larue, senior, Sarah Louise Price, senior (and alumna, x-'69), Libby Rhett, senior and Christi Roberts, sophomore.

Although the thoughts expressed by these students do not necessarily reflect the editorial stand of the magazine staff—actually how can anyone not personally involved completely understand the situation—the editors believe that the alumnae publication has the obligation not only to make public the opinions of ASC students but also to inform alumnae of the critical nature of the issues involved. We realize that enthusiasm must be tempered with wisdom, but perhaps we should remember that experience must also be enlivened with excitement.

DO YOU THINK THE SMALL, INDEPENDENT COLLEGE HAS LOST ITS APPEAL TO STUDENTS?

If the educational journals and news media are to be believed, the private institutions throughout the country have been adversely affected by changing times and thoughts. Enrollments

decreased and in some cases dropped acutely after the mid-60's. The decline can be attributed in part to the graduation of the post-World War II "baby boom" children. But much of the problem can be blamed on changes in attitude: in some previously highly structured circles, it is no longer socially unacceptable to delay formal education or even by-pass it. And the choice of multipurpose institutions or coed colleges has been popular among many high school students who are increasingly "career oriented." Whatever the reasons, the private, liberal arts, single-sex colleges seem to have suffered. And many have declared bankruptcy and closed or merged with larger institutions.

Nevertheless, the private college has its devotees, many of them present students. In answer to questions concerning the recent trend away from the private college, the ASC students felt that there was actually a slight decline in popularity among students of the 70's, but they did not feel that this kind of institution had lost its appeal for all students nor that it would in the future. "The small, private college, offering sophisticated academic challenges, will always be attractive to the truly motivated student," stated Julia Larue. And Susan Freeman said that "some private colleges don't seem as hard hit as ASC, but I believe that they started preparing for the slump earlier."

The students felt that despite this slump and the negative predictions by many experts, there are many solutions to the enrollment problems, including better and more wide-spread public relations and advertising efforts, stronger recruitment programs and certain innovative academic programs. They were pleased that Agnes Scott had begun the Alumnae Admissions Program and enthusiastic about the prospects of a special student-alumnae council which is planned by the Alumnae Office to begin early in 1973.



Julia Larue, Sarah Louise Price, and Libby Rhett



Susan Freeman



Christi Roberts

DO YOU THINK A SINGLE-SEX COLLEGE IS HELPFUL OR HARMFUL TO A STUDENT WHO SPENDS FOUR YEARS IN SUCH AN INSTITUTION?

Again, the students agreed that, although a single-sex college might not be appropriate for everyone, the experience is right for them. Christi Roberts likes being in a single-sex school; she does not "feel isolated in a woman's college, and Agnes Scott has the added attraction of being in Atlanta." "If girls or boys are hurt by the experience, they are not well-rounded to begin with," said Julia Larue.

According to Sarah Louise Price, "Agnes Scott [forced her] to come out of a shell." And Libby Rhett reports that it motivated her to be more than a follower: "At a university I might not

even know what I had missed. But here I have learned not to underestimate myself and to try to accomplish something academic without the fear of 'turning off' men."

Some additional praise for the woman's college comes from Russell Shunk, Admissions Director of Wilson College in Chambersburg, Pennsylvania, who believes that "some women shouldn't go to college with men." He asserts that "The most significant advantage of a women's college . . . is that it prepares women for leadership roles, since they are leaders in their college communities." Citing a study conducted by Elizabeth Tidball Peters, an alumna of Mount Holyoke and now a professor of medicine at Georgetown Medical School in Washington, D.C., Mr. Shunk reports that "graduates of women's schools are 2.3 times more likely to be recognized for career achievement than women graduates of coed insititutions."¹

DO YOU THINK THE LIBERAL ARTS CURRICULUM HAS LOST ITS RELEVANCE TO THE "REAL WORLD"? AND DO YOU THINK THAT HAVING A LIBERAL ARTS EDUCATION WILL HURT YOUR CAREER OPPORTUNITIES?

More practical than many 18-21 year-olds some years ago, today's ASC students do not expect a liberal arts education only to "train" them for a career nor to get them a better job. They seem to appreciate the more aesthetic, more intangible benefits of the liberal arts program as well as the broadness of the experience. They also agreed that a liberal arts education is the best preparation for adult life and for a career in almost any field. Christi Roberts believes that concentration on a specialized field limits one's scope and Sarah Louise Price, speaking from her experience in the business world, said that a "broader background has helped me much more than a narrow course of study in a specific field."

Lest We Grow Complacent (continued)

The opinions of these students seem to echo the statement of Thomas Hedley Reynolds, President of Bates College, in the 1971-1972 *Report of the President*:

For at least a century young people who have been disciplined in the liberal arts have emerged as better thinkers, and as a result, almost always better doers, in nearly every field, compared to those trained more directly for a particular profession or technical specialty. Now, at a time when the conditions of life in this country are manifestly unpredictable, it seems to me that the kind of preparation that the liberal arts provides is the kind of preparation which will in the long run prove most useful. The unpredictableness of the future puts emphasis on the men or women who can grow, who can understand, and who can think things out for themselves.²

IF YOU WERE CONSIDERING A COLLEGE NOW, WOULD YOU CHOOSE AGNES SCOTT?

To this final question, the girls once more answered in the positive, but this time they "took the floor" to offer suggestions for change and growth. Their suggestions were complex in many cases and sometimes personal, but mainly, they spoke as students throughout the nation are speaking, to ask, indeed plead, for a vote in the total college program, a voice in the design and contents of their education.

The particular interests of the ASC students are those dealing with the academic motivation of the student body as a whole, the scholastic standards and intellectual challenges, the interest and involvement of faculty members in and out of the classroom and the establishment or maintenance of the kind of atmosphere which encourages active student participation and individual creativity.

Their complaints are that they believe that the college needs to re-examine the curriculum. In this case, they are asking for a redefinition, particularly in broader, more relevant terms, of the liberal arts, arguing that many liberal arts colleges have remained too long in a rigid curriculum. According to Susan Freeman, "Agnes Scott and many similar schools need to redefine



the meaning of the liberal arts." She went on to express a wish that Agnes Scott had more intern programs and more field experience for students in all disciplines. "I'm not talking about just practical experience *per se* but a greater opportunity for broader understanding as well as human involvement. Isn't that what the liberal arts is all about?"

Sarah Louise Price thinks that there is a change in the faculty-student relationship since 1965, when she was a student before: "then there was much more academic exchange between students and faculty in and out of the classroom."

Whether these changes and problems are a result of a younger, more mobile faculty, a true lack of interest on the part of some professors or perhaps simply a characteristic of our busy times is note to the concern these students have for whatever affects their self-development.

Especially in the area of curriculum, these students mirror the thoughts and demands of undergraduates across the country. According to Louis T. Benezet, president of the State University of New York at Albany,

Student interest in university decision-making comes down, in concrete terms, to a demand for change in what is being taught in the general undergraduate program. Many students—just how many, we don't know—believe the big questions that will affect their lives in the world they face aren't being tackled in the college courses.

There is a growing expression of belief that traditional liberal arts and science disciplines will not do the job for mankind if we are to have a world worth living in by the year 2000, or perhaps if we are to have a world at all.³

Mr. Benezet realizes the problems and inadequacies of students' challenging the validity of the traditional arts and sciences, but he goes on to say that "student views need tempering by other intellectual forces such as have held the university together over centuries. They also need to be thoughtfully heard."⁴

Interestingly enough, when questioned about the present social rules and what this writer suspected to be general campus unrest about

restrictions concerning the consumption of alcoholic beverages on campus, the students virtually dismissed these fears. The impression they conveyed was that while some students felt that the social policies are archaic and inappropriate for the moral standards and individual acceptance of responsibility of the 1972 young woman, most students did not consider social rules as important a problem as that of academics. Libby Rhett stated that "Agnes Scott is an academic community—with all involved in at least some of the decision-making but because students feel frustrated due to their impotence in the area of classroom or curriculum problems, students have turned their attention and energy to changing social rules."

Perhaps it is worth noting here that one can say of ASC students that they are not only able to concern themselves with the important factors of self-development but to admit to a bit of child-like frustration—that even when they seem to be demanding change on the social level, they are truly more interested in the intellectual issues.

Obviously, it is not wrong to realize that the impetuosity of youth leads to unwise or hasty decisions and that the impatience of the young needs tempering or time to mellow. But it is a mistake to assume that modern young people do not understand the problems they live with everyday, even if they sometimes fail to appreciate the complexities or imprudence of certain solutions. As Susan Freeman puts it, "We don't want to wait for the change, not because of the length of time involved in effecting it, but because we don't see the evolution." And even if we question their impatience, can we feel superior unless we take the time to hear their voices and inform ourselves about the problems facing higher education today?

¹ Russel Shunk, "Some Women Shouldn't Go to College With Men," *The Atlanta Constitution*, October 20, 1972, Section B, p. 10., col. 1.

² Thomas Hedley Reynolds, *Report of the President, 1971-1972*, No. 3, (September, 1972), p. 17.

³ Louis T. Benezet, "Should Students Have a Voice in What They're Taught?" *The Chronicle of Higher Education*, VII, 9 (November 20, 1972), p. 8.

⁴ *Ibid.*

Agnes Scott in the World

Theatre—for Sheer Delight

By Jene Sharp Black '57

An award-winning motion picture director; a successful director-writer for educational television; a director, lighting and set designer for theatre productions—each is a glamorous vocation. Barbara Battle '56 has filled all of them at one time or another as well as the career of teacher of English and Dramatic Art, of Television and Motion Pictures and of Theatre and Technical Directing.

Barbara's latest achievement is that of film director. Her picture on tennis champion Margaret Court was shown on the Agnes Scott campus last fall. In composing this film, Barbara followed Miss Court to tournaments on three continents—Europe (England), Australia and the United States. During the 1970 filming, Margaret Court became the second woman in the history of tennis to complete the Grand Slam, by winning the four major tennis titles: the Australian, the French, the English and the United States. Some of the locations for the film were Wimbledon in England; Forest Hills in New York; Perth, Australia (Miss Court's present home) Albury, New South Wales, Australia (her childhood home) and Melbourne, Victoria. It took eight months of shooting and editing to complete the fifty-two minute color film to Barbara's satisfaction.

Barbara's interest in drama developed during her Agnes Scott days. She majored in English, as a drama major was not offered then, and did a unique independent study project. She researched, designed sets and costumes, helped cut the acting version and handled all technical aspects for a Blackfriars production of Moliere's *Le Bourgeois Gentilhomme*.

Following graduation from Agnes Scott, Barbara went to the University of North Carolina for an M.A. degree in Dramatic Art. It was there she developed a keen interest in religious drama. She wrote her master's thesis on "The Religious



Film Director, Barbara Battle on Location

Dramas of Christopher Fry." Upon completing her degree work in February, 1958, she went to New York to take a course in religious drama at Union Theological Seminary. She discovered the course was the "wrong one," but was unable to change due to her working hours at the New York Public Library. The "wrong course" covered basic play productions for people interested in directing church dramas. However, through this course, Barbara was assigned to direct several church plays in the New York area, thus giving her her first paid, professional experience in directing.

In the fall of 1958, Barbara went to Salem College in Winston-Salem, NC

as Assistant Professor of English and Dramatic Art. For the next six years, she found "sheer pleasure" in teaching and delight in directing plays that provided her students with a variety of experience in dramatic styles, acting and production. During this period, she also found time to work with the town's community theatre. While teaching at Salem, Barbara enrolled in a summer workshop course on radio and television at New York University. She wanted to broaden her knowledge of the communications arts and to learn how these media could be utilized to publicize her Salem College productions. The course,

(continued on page 2)

How About Taxes?

Now that the shouting has died and the election is over, the voters wait for a new administration—or at least a new version of the old—to put into effect its campaign promises.

However, the time for involvement and awareness has not passed; citizens cannot afford to become complacent when Congress considers legislation which could seriously affect their interests. And despite the fact that, theoretically, all previous bills are thrown out and new ones introduced at the next meeting of Congress, Agnes Scott alumnae—indeed anyone vitally interested in higher education—should concern themselves with the various tax reform bills which were introduced under the old regime. These perhaps indicate the drift of things to come.

Of primary interest to colleges are the proposed bills to revise estate and gift taxes. If they are re-introduced and passed as written, this legislation could modify or even eliminate the charitable contribution deduction. The financial significance of these proposals to all institutions partly or wholly supported by private gifts is squinting.

A bill (HR15230) introduced jointly by Wilbur Mills, Chairman of the House Ways and Means Committee, and Senator Mike Mansfield is a good sample of the type of tax reform bill considered by the last session of Congress. This bill, which would theoretically repeal 54 tax

references by 1975, contains a section (312) eliminating the entire charitable deduction. And despite the fact that many people feel that the Mills-Mansfield Bill was designed primarily to flag down the fact that investigation is needed for tax preferences, it could prove to be a cathartarian and a sign for those of us who should be concerned enough to keep alert to future proposals.

Another bill (HR11058 and HR11862), which was introduced by Representative James C. Corman and 25 co-sponsors, is the kind of legislation which may be the most dangerous to all private institutions; it would limit deductions for charitable gifts to the amount that is above three percent. And if this or a similar proposal is introduced, it might be supported by those in the Treasury Department who are in favor of simplifying the tax returns, in this case by eliminating the numbers of small charitable gifts. Although few argue that tax reporting is sadly in need of simplification and many feel strongly that tax preferences certainly need examination, private institutions such as colleges and universities could easily be hurt by the changes for expediency.

Obviously, no one knows for sure what the new administration will bring and all hope that the future will be bright; however, all citizens need to be aware of Congressional concerns and proposed legislation. And if the past session of Congress offers a true indication of trends, taxes will be a focal point. Dr. Paul McCain, Agnes Scott Vice President for Development, believes that in the next session of Congress, "tax reforms will be one of the major domestic issues." He urges all alumnae to keep informed and if the issues become threatening, to join us in writing our Congressmen to emphasize the need for continued private support of our institution.

New Orleans Club Holds Meetings

The New Orleans Club under the able leadership of Ruth Van Deman Walters '66, President, and Georgia Little Owens '25, Secretary-Treasurer has held two meetings this year. The

April meeting was a "self-study" business discussion. The purpose and intent of the group was examined, and a questionnaire was devised which was sent to the entire roster of the New Orleans area.*

The goals and functions of the group were reassessed, and a meeting was scheduled for the fall of 1972 with the aim to revitalize the club.

This meeting was held Friday evening November 17 at 6 o'clock in the Tulane Alumni House. A social hour was followed by a catered dinner. Mrs. Miriam Drucker, professor of psychology, gave the alumnae and their husbands (numbering about thirty) some illuminating insights on Agnes Scott called "A Candid View of the College". The next morning a small group met with Mrs. Drucker before a beautiful bay window of the New Orleans Yacht Club to talk further about the College and wish her well before putting her on her return flight to Atlanta. The New Orleans Club is to be congratulated on its organization, enthusiasm, and enterprise.

* The Alumnae Office would be happy to send a sample copy to any club considering mailing out a questionnaire to its membership.

Alumnae Clubs

The Alumnae Office receives inquiries from time to time from alumnae concerning the formation of clubs in the areas in which they live. The Office is happy to furnish lists of alumnae in designated areas, along with a club handbook which gives guidelines on forming a club. All club presidents will be invited back to the campus February 2 to the Alumnae Council to hear present and future plans for clubs. Donna Dugger Smith '53 Projects Chairman, and Anne Diseker Beebe '67 Club

(continued on next page)

"Where it's at..."

Chairman will be coordinating this meeting and presenting a variety of fund raising projects and other suggestions for meetings. The College tries whenever possible to send a speaker from the faculty or administration to one meeting a year, if requested.

Many alumnae feel strongly about starting clubs in their areas. We cannot do this if we do not have your help. Please write the Alumnae Office if you wish to form a club.

Thanks, Alumnae From the Glee Club

We, the members of the Agnes Scott College Glee Club and the Agnes Scott Madrigal Singers, wish to thank the alumnae of Agnes Scott for their financial and moral support. Your contributions helped make possible our recent European concert tour, a greater than we dreamed success. For our first scheduled appearance, we say before, during, and after the evening service at St. Mark's Cathedral in Venice, Italy. We were excited to learn that the President of the Republic attended the service that evening. Also, the presiding Bishop was complimentary of our singing, and gave us a private viewing of a jeweled altarpiece that is rarely available for public viewing. The most profound experience in St. Mark's, however, was hearing the sound of singing as it filled this magnificent holy sanctuary.

While St. Mark's Cathedral was our most impressive concert site, our most memorable experience was the public concert we gave in St. Stephen's Cathedral in Zagreb, Yugoslavia. We sang to an audience estimated at 900, many of whom were standing in the aisles. We received spontaneous applause, a phenomenon that had happened only once before in this sanctuary, and we were delighted to sing several encores.

Although our remaining performances were somewhat less spectacular, they were nonetheless rewarding. We sang during and after the evening service at the



Mr. Ted Matthews and Glee Club on Tour in Europe

Piastenkirche in Vienna, Austria. The Manager of District VIII in Vienna, who had never before attended service when an American group was singing, spoke with us after the performance and heartily complimented our singing. Our next performance was held in Salzburg at the Nonnberg Convent in the sanctuary where the marriage scene from *The Sound of Music* was filmed. It was a public performance, but we cannot estimate the full size of our audience, because the sisters remained hidden from public view even during the performance. We sang in the Menno Simonszhuys in Amsterdam, Holland and received a

standing ovation at what was a very moving final performance for us.

We believe that through our music we carried a significant message to Europe, a message of good will and understanding, and we feel as if our meaning were heard and appreciated. In addition, our own lives have been immeasurably enriched by our experiences in Europe. These experiences would not have been possible had it not been for contributions received from Agnes Scott alumnae, and we sincerely express our appreciation to you.

Theodore K. Mathews
Assistant Professor of Music
Director, Agnes Scott Glee Club

Alumnae Leaders Meet on Campus February 2

The Alumnae Council meets February 2, 1973. Participants will be fund chairmen, alumnae admissions representatives, class presidents and secretaries, regional vice presidents, club presidents and members of the Executive Board. Plans are for alumnae to visit an 8:30 class if they wish. The first session consists of workshops in the various areas of alumnae concerns and a general meeting afterward which will give a brief resume of each group's work and plans. Next comes a buffet luncheon in Rebekah. The afternoon program will consist of panelists and

speakers which include Dr. Alston, Dean Gary and Dean Jones and students.

Regional Vice-President Jane King Allen and members of the Executive Board will be working with the alumnae staff to coordinate the days events. If you are in the above categories of alumnae work and by some chance do not receive an invitation to come to the Alumnae Council, please write the Alumnae Office. The Alumnae Association is eager for this to be an informative, enthusiastic, even inspirational day back on campus. Do come!

Alumnae Aid in Selection Of New President

Agnes Scott alumnae are involved in many ways in the nomination of a new president for the College. As individuals and groups, they have discussed the requirements for the office; many have submitted names for consideration; and two alumnae on the Board of Trustees—Gene Black Morse '41 and Suzella Burns Newsome '57—are members of the Trustees' Special Committee to Nominate a President of Agnes Scott College.

Alumnae are officially represented by the Alumnae Advisory Committee. Its officers, Memye Curtis Tucker '56, Chairman, Eleanor Hutchens '40, Co-Chairman, and Mary Beth Thomas '63, Secretary, also meet with the student, Faculty, and Administrative Advisory Committees and the Trustees' Special Committee.

The Alumnae Advisory Committee is pictured above at its October 20 meeting. Its members reflect the diversity and distinction of Agnes Scott alumnae. They include: Ann Avant Crichton '61, Decatur, Ga. Commissioner, City of Decatur. Penny Brown Barnett '32, Atlanta, Ga. Member, Board of Visitors, Emory University; Past President, Agnes Scott Alumnae Association. Carolyn Cox '71, New Haven, CT. Law student, Yale University. Memye Curtis Tucker, Ph.D. '56, Marietta, Ga. President, Agnes Scott Alumnae Association. Lou Frank '69, Augusta, Ga. Medical student, Medical College of Georgia.

Mary Ellen Harvey Newton '16, Decatur, Ga. Longtime member, Decatur Board of Education and leader in civic, church and alumnae activities.

Eleanor Hutchens, Ph.D. '40, Huntsville, Ala. Professor of English, University of Alabama at Huntsville; Past President, Agnes Scott Alumnae Association; former Director of Alumnae Affairs. Sarah Francis McDonald '36, Decatur, Ga. Attorney; Past President, Agnes Scott Alumnae Association.



Alumnae Advisory Committee at October meeting. Left to right, first row, Eleanor Hutchens, Evangeline Papageorge; second row, Memye Curtis Tucker, Mary Ben Wright Erwin; third row, Sarah Francis McDonald, Mary Beth Thomas, Lou Pate Koenig; back row, Mary Hart Richardson Britt, Anne Avant Crichton. Not pictured: Penny Brown Barnett, Carolyn Cox, Lou Frank.

Evangeline T. Papageorge, Ph.D. '28, Atlanta, Ga. Associate Dean, Emory University Medical School.

Lou Pate Koenig, '39, Chevy Chase, MD. Systems analyst, The Urban Institute, Washington, D.C.; past Regional Vice President, Agnes Scott Alumnae Association.

Mary Hart Richardson Britt, Ph.D. '60, Madison, WI. Teacher of English in Continuing Education Division, University of Wisconsin.

Mary Beth Thomas, Ph.D. '63, Raleigh, N.C. Assistant Professor of Biology, Wake Forest University.

Mary Ben Wright Erwin '25, Avondale Estates, Ga. Retired from career in communications; active in alumnae affairs.

Young Atlanta Club Meets

In 1972-73, the Young Atlanta Agnes Scott Alumnae Club focuses its attention on civic affairs and individual questions. The programs vary in subject matter from a speech by an Atlanta Alderman to a Spring fashion show.

For those alumnae outside the Atlanta area, the Young Atlanta Club is made up of alumnae from the classes of the last ten years. Their meetings, the second Thursday of the month, in the homes of alumnae, are held at night for the convenience of alumnae who work or who must find baby-sitters for small children. The interests of these young women seem to center on community activities, politics, and national problems as well as on personal questions and directions.

The first program of the year, in September, featured Dr. Miriam Drucker, Chairman of the Psychology Department, Agnes Scott College, discussing "Guidelines for the First Ten Years"; and Mr. Wyche Fowler, Atlanta Alderman, spoke at the October meeting on "Politics in General, with Emphasis on Atlanta." In November, Mr. Bob Margolin of the Robinson-Humphrey Company told the young alumnae how investing can be exciting and rewarding for the average person.

For the December program, Dr. Alston will talk to the Club about

(continued on page 14)

"Where it's at . . ."

Agnes Scott. His topic will be "The Way Ahead." The focus of the February meeting will again be Atlanta, as Mr. Don Clark, honorary consul of Korea and international corporate lawyer, discusses Atlanta as the new international city.

Spring holds a lighter note with Mrs. Louise Isaacson Bernard, Agnes Scott alumna and owner of Isaacson's of Phipps Plaza, presenting a spring and summer fashion show in March, and alumnae and husbands gathering in April for a cookout. And the final meeting features Mr. Ellis McDougald, Director of the State Department of Corrections, who will speak on Georgia's prisons and what the future holds.

Careers for Alumnae

Agnes Scott is expanding the services of the Vocational Office of the College in an effort to assist alumnae who are seeking employment. The Office plans to update reference folders for all alumnae who send information and to be able to put

interested alumnae in touch with prospective employers. Alumnae who are considering returning to the labor market are urged to update their reference folders at the College to reflect their work history and experience. Also, it is helpful to include references from volunteer activities provided they are related to the labor market. Potential employers prefer the ease and economy of procuring references from a single source. In addition, an individual agreeing to act as a reference finds the completion of a single reference far easier than completing multiple reference forms or writing reference letters. Recent graduates who did not set up this folder during the senior year should find it advantageous to do so now.

Alumnae who hold graduate degrees will find it more expeditious to update their reference folder with the institution awarding the last degree. If you wish to establish or update your reference folder at Agnes Scott, please complete the form below and return to Vocational Office, Agnes Scott College, Decatur, GA 30030.



Dr. Alston Sets Retirement

Dr. Wallace Alston, third president of Agnes Scott, has announced that he intends to retire no later than November 1, 1973. He came to the College in 1948 as vice-president and became president three years later.

Dr. Alston has enriched the quality of the standards of the College as well as enlarged and strengthened the facilities of the campus, the faculty and the student body.

President and Mrs. Alston are expanding a home on Norris Lake in Gwinnett County, where they will live. He plans to read, preach, travel and read.

He has been a popular president, having close personal contacts with students, faculty and the administration, and he has been a leader in educational and church activities.

A committee of the Board of Trustees has been appointed to select a new president. The final choice lies with this group. A committee of three faculty members, three students and three alumnae are in an advisory capacity to the committee of the Board of Trustees.

If you have a candidate whose name you would like to place before the committee, please mail your suggestion, and if possible a dossier to Dr. J. Davison Philips, 205 Sycamore Street, Decatur, Georgia 30030, or in care of the College.

Name _____
First _____ Maiden _____ Married _____

Current Address _____
Street _____ City _____ State _____ Zip _____

Year of Agnes Scott College Graduation: _____ Major: _____

In order to update my reference folder, references should be procured from:

Name _____ Address _____ Official Position _____

Last Year Was a Very Good Year

by Barbara Murlin Pendleton '40

Last year was a very good year. The College wants to thank each of you who gave time and money to make the 1971-72 Annual Fund a success. It was not an easy task, and each year it becomes ever more difficult.

The efforts of all the Class Chairmen and Agents, the General Chairman (Sarah Frances McDonald '86) and Special Gifts Chairman Betty Lou Houck Smith '35) resulted in 3,035 alumnae contributing \$178,248. Thank you again for your gifts, your involvement, your caring.

The way ahead is arduous. "About two-thirds of the nation's institutions of higher education—public and private, two-year and four-year—are in such financial difficulty that they can stay in business only by sacrificing some of the quality and services normally considered essential to their programs." And this situation is

compounded by the disparity between the escalating costs of education and the declining rate of the increase of funding. These are some of the hard facts from *Alma Mater* (a publication of the American Alumni Council) in a review of *The New Depression in Higher Education—A Study of Financial Conditions at 41 Colleges and Universities* by Earl F. Cheit.

What has Agnes Scott done to avert such a crisis on our campus? The wise direction of Dr. Alston in the use of the funds and the careful balancing of the budget, the leadership of the Financial Committee of the Board of Trustees in the selection and management of our investment portfolio, the work of the Development Office and the Alumnae Office and the hundreds of volunteers—all these efforts have managed to keep us in the black.

During the last fiscal year 1971-72

alumnae gave \$126,643 to the Annual Fund, out of a total of \$247,891. This is money that can be used for the current year's expenses. To give examples of rising costs of obligatory current expenses, there will be a large increase in social security, a possible increase in the minimum hourly wage (bills now pending before Congress), unemployment tax (the College just came under this tax requirement in 1972), an increase in salaries, an increase in the cost of the retirement plan, and an increase in insurance (property and liability). To meet these necessary increases the alumnae portion has been budgeted for \$200,000 for the current fiscal year.

It will take increased endeavors and expanded fund raising techniques to raise our level of giving. This we must do and we are counting on each of you to help us in the year ahead.

ANNUAL GIVING PROGRAM—FINANCIAL REPORT

July 1, 1971—June 30, 1972

	ANNUAL FUND		CAPITAL FUND*		TOTAL	
	Number	Amount	Number	Amount	Number Contributed	Amount Contributed
Alumnae	2,930	126,643.84	105	51,604.12	3,035	178,247.96
Parents and Friends	166	20,114.57	46	137,880.62	212	157,995.19
Foundations	27	112,632.63	8	248,375.00	35	361,007.63
Business and Industry	See** Below	38,500.14	See** Below	65.00	See** Below	38,565.14
TOTAL	3,123	297,891.18	159	437,924.74	3,282	735,815.92

Capital contributions reflected in this report are new gifts received since July 1, 1971 not payments on pledges made prior to this date.

*The gifts from business and industry have been received primarily through the Georgia Foundation for Independent Colleges, Inc.

Percentage of participation 34.1 Average Gift—\$58.77

GENERAL CHAIRMAN:

Sarah Frances McDonald '36

SPECIAL GIFTS CHAIRMAN:

Betty Lou Houck Smith '35

CLASS	CHAIRMAN	NUMBER CONTRIBUTING	PERCENTAGE OF CLASS CONTRIBUTING	AMOUNT
Honor Guard	Mary Wallace Kirk	244	21	\$16,019.08
1914	Annie Tait Jenkins	17	39	2,245.00
1921	Sarah Fulton	60	53	3,739.00
1923	Beth McClure McGeachy	49	34	2,690.00
1924	Frances Gilliland Stukes	43	37	2,450.00
1925	Isabel Ferguson Hargadine	62	50	29,410.80
1926	Rosalie Wooten Deck	58	47	2,497.00
1927	Louise Lovejoy Jackson	75	50	4,063.50
1928	Patricia Collins Andretta	52	42	3,850.00
1929	Esther Nisbet Anderson	68	44	6,850.00
1930	Shannon Preston Cumming	62	46	2,803.88
1931	Marion Fielder Martin	44	39	5,697.50
1932	Louise Stakely	62	56	4,952.84
1933	Gail Nelson Blain	48	39	2,241.00
1934		46	40	4,695.00
1935	Frances McCalla Ingles	46	37	4,335.36
1936	Dean McKoin Bushong	57	43	2,610.22
1937	Kathleen Daniel Spicer	46	39	2,051.00
1938	Jane Guthrie Rhodes	57	40	4,482.00
1939	Lou Pate Koenig	60	46	2,295.00
1940	Katherine Patton Carssow	51	34	2,508.87
1941	Dorothy Travis Joyner	47	31	2,842.50
1942	Claire Purcell Smith	55	36	2,912.50
1943	Anne Paisley Boyd	43	33	2,417.63
1944	Quincy Mills Jones	55	36	1,870.00
1945	Elizabeth Carpenter Bardin	46	31	1,110.00
1946	Rosalind Price Sasser	62	37	2,710.00
1947	Rosemary Jones Cox	58	36	2,990.00
1948	Rebekah Scott Bryan	54	35	2,747.00
1949	Helen Crawford White	60	35	2,354.00
1950	Sara Jane Campbell Harris	48	33	1,572.00
1951	Jeanne Kline Brown	44	26	10,930.00
1952	Kathren Freeman Stelzner	55	33	2,482.50
1953	Mary Anne Garrard Jernigan	50	38	1,029.00
1954	Mitzi Kiser Law	43	33	1,255.00
1955	Carolyn Alford Beaty	58	39	2,294.38
1956	Louise Rainey Ammons	62	40	2,020.00
1957	Jackie Rountree Andrews	73	41	3,482.54
1958	Langhorne Sydnor Mauck	59	35	1,657.00
1959	Donalyn Moore McTier	82	47	4,569.00
1960	Nancy Duvall	74	41	1,738.18
1961	Betsy Dalton Brand	81	44	3,317.00
1962	Lebby Rogers Harrison	78	40	2,161.50
1963	Mary Ann Gregory Dean	77	38	1,952.00
1964	Judy Stark Romanchuk	52	25	754.00
1965	Kay Harvey Beebe	78	38	1,611.15
1966	Linda Preston Watts	53	25	1,290.50
1967	Mary Jervis Hayes	60	33	1,177.00
1968	Jean Binkley	61	30	827.00
1969	Margaret Gillespie	82	35	953.00
1970	Martha Harris	78	35	1,103.00
1971	Dale Derrick Rudolph	46	21	599.00

TOWER CIRCLE

Anonymous
Class of '41
Luth Anderson O'Neal 18
Lula Louise Brittain Patterson 21
Alma Buchanan Brown 16
Luzella Burns Newsome 57

Mary Duckworth Gellerstedt 46
Diana Dyer Wilson 32
Martha Eskridge Avers 33
Ethel Freeland Darden 29
Elizabeth Henderson Cameron 43
Louise Hollingsworth Jackson 32
Betty Lou Houck Smith 35

Bertha Hudson Whitaker Acad
Annie Tait Jenkins 14
Mary Keesler Dalton 25
Margaret Rowe Jones 19
Marie Louise Scott O'Neill 42
Marie Simpson Rutland 35
Augusta Skeen Cooper 17

Ruth Thomas Stemmoms 48
Julia Thompson Smith 31
Mary Warren Reed 29
Margaret G. Weeks 31
Violet Weeks Miller 29
Mary West Thatcher 15

COLONNADE CLUB

Class of '73
Betty Brown Ray 48
Helen Gates Carson 40
Melba Davis Luchsinger 48
J. Ellison Candler 49
Mary Evans Blair 52
Ara Ferrell Gentry 26
Sarah Frances Flowers Beasley 24

Jo Ann Hall Hunsinger 55
Elinor Hamilton Hightower 34
Quenelle Harold Sheffield 23
Marvellen Harvey Newton 16
Genet Heery Barron 47
Ann Herman Dunwoody 52
Katherine Hunter Branch 29
Isabel Lovrance Watson 34

Julia Mulliss Wyer 29
Sarah Frances McDonald 36
Lou Pate Koenig 39
Dorothy Peace Ramsaur 47
Hyta Plowden Mederer 34
Carrie Sandrett 24
Virginia Sevier Hanna 27
Virginia Shattner Pleasant 30

Mary Shewmaker 28
Lula Smith Westcott 19
Willie W. Smith 27
Marguerite Watts Cooper 19
Roberta Winter 27
Catherine Wood LeSourd 36
Louise Woodward Clifton 27

QUADRANGLE QUORUM

Janette Archer Neal 22
Dorothy Avery Newton 38
Emily Bailey 61
Gess Ball 17
Josephine Barry Brown 30
Mary Beasley White 36
Lucile Beaver 46
Dorothy Brown Cantrell 29
Mabel Buchanan Albright 16
Patricia Collins Andretta 28
Ann Corbett Griffin 61
Elizabeth R. Ellington 54
Margaret Erwin Walker 42
Elizabeth Espy Hooks 37
Elizabeth Farmer Brown 45

Philippa Gilchrist 23
Sallie Greenfield Blum 56
Evelyn Hannah Sommerville 23
Mary Elizabeth Hays Babcock 49
Margaret Hippee Lehmann 34
Victoria Howie Kerr 24
Eleanor Hutchens 40
Elizabeth Jefferson Boyt 62
Marianne Jeffries Williams 47
Mary Wallace Kirk 11
Jane Knight Lowe 23
Pearl Kunnes 27
Anne Kyle McLaughlin 17
Henrietta Lambdin Turner 15

Laurice Looper Swann 44
Jane Meadows Oliver 47 (Deceased)
Dorothy Medlock Bond 50
Catherine Mitchell Lynn 27
Catherine Mock Hodgins 26
Nancy Moore Cantey 38
Jean McAlister 21
Eloise McCall Guxton 40
Sue McCurdy Hosterman 61
Caroline McManney Clarke 27
Katherine McKay Ehling 49
Virginia McWhorter Freeman 40
Barbara Ann Oglesby 59
Saxon Pope Bargerion 32

Virginia Prettymann 14
Vera Reins Kamper Inst
Charmie Robinson Ritter 61
Lebby Rogers Harrison 62
Julia Pratt Smith Slack 12
Virginia Suttentfield 38
Miriam Thompson Felder 32
Margaret VanDeman Blackmon 61
Crystal Hope Wellborn Gregg 30
Nancy Wheeler Dooley 57
Agnes White Sanford 21
Anne Whitfield 57
Frances Wilson Hurst 47
Lovelyn Wilson Heyward 12

THE MAINLINERS

Virginia Carter Caldwell 45
Jean Chalmers Smith 38
Nellie Chamlee Howard 34
Selva Chapman Sager 64
Deluciah Ann Clisborne 70
Cama Clarkson Menard 50
Mary Ann Cochran Abbott 41
Eleanor Coleman Burchard 21
Willie May Coleman Duncan 27
Eleanor Compton Underwood 49
Louise Compton Jennings 21
Katherine Cook Schuster 16
Sally Corydon Lambeth 29
Elizabeth Cousins Mortley 28
Mildred Cowan Wright 27
Phyllis Cox Whitehead 37
Sarah Cumming Nichell 63
Catherine Cune 47
Memye Curtis Tucker 36
Betty Dalton Brand 61
Kathleen Daniel Spicer 37
Lucille Dennison Knean 37
Dale Dick Johnson 29
Eileen Dodd Sims 39
Sophie Elze Duke 108
Candace Dudley Bell 29
Doris Dunn St. Clair 38
Madelaine Damschke-Arson 28
Nancy Duvall 60
Susan Dyer Oliver 42
Mary Elliot 32
Caroline Egan Fredrick 28
Juliet Ferguson Hargrave 25
Julia Finley McCutchen 33
Betty Fountain Edwards 35
Katie F. Francis Ault 40
Louise Franklin Livingston 41
James Freeman Selinger 52
Carolyn Callaghan Zehender 51
Annie Lura Galloway Phillips 37
Betty W. Gath 29
Karen Geraldine 56
Elinor M. Gibson 29
Frances Gilbertus Smith 24
Louise Grandaue Cook 28
Lillian Warm Cousins 28

Sarah Glenn Boyd 28
Susan Glenn 12
Marianne Goddard Lovell 49
Pauline Gordon Woods 34
Lucy Goss Herbert 34
Betty Green Rush 51
Centadie Green Blalock 26
Ruth Conant Green 32
Juanita Green White 28
Carol Griffin Sooville 15
Eleanor T. Hall 39
Jane Bailey Hall Helmer 10
Sarah Hall Hayes 56
Goldie Ham Suttle Hampton 19
Harnet Hampton Culbertson 55
Fannie B. Harris Jones 37
Libby Hamberger Broadus 62
Elizabeth Harman Varnick 44
Elizabeth Hatchett 29
Katherine Hay Rouse 16
Helen Head Lowrey 67
Elizabeth Henderson Palmer 27
Ann Henderson Hill 16
Ann Henry 41
Dora Henderson Vaughn 42
Louise Hill Reeves 54
Susan Hogg Griffin 38
Veda Helen Oakley 23
Marilyn Heeds Keith 59
Mary Hood Gibson 55
Katherine Houston Shield 27
Chopin Hudson Hankins 31
Dorothy Hudson 25
Andrea Huguenin 67
Mildred Hutchinson Reese 10
Auntie Hunsinger 54
Eleanor Hutchinson Smith 14
Julia Ingram Hazzard 29
Jane Innes Tarter 23
Conner Jackson Wilkinson 24
Dorothy Jackson White Pitts 63
Eleanor Jackson Lewis 29
Mary Jernsey Hoyle 31
Dorothy Johnson 15
Louise Johnson Blalock 20
Mary Ellen Wright Evans 25

Reese Newton Smith 49
Sarah Nichols Judice 16
Fannie Niles-Bellon 31
Lula Norfield Davis 32
Mary Anna Ogden Brann 51
Emily Panak 47
Eugenie Papageorge 26
Anna Parker Hopkins 17
Julia Patch Weston 42
Mary Spoonwood Mullen 14
Florence Perkins Fern 36
Patricia Perschke 49
Sarah Pratt Dagenhart 53
Lula Racher German 28
Blanche Pope Ashmore 58
Josephine Posa Varnes 29
Celesta Powell Jones 46
Vergaret Powell Plowden 44
Linda Preston Watts 56
Rosaland Price Sasser 46
Joan Pruitt McInnes 35
Louise Pruitt Jones 42
Emily R. Ridd 48
Clare Pratt Smith 42
Marjorie Ritz Turnbull 62
Helen Iron Ribault Sator 12
Reahle Robinson Sator 21
Ruth Rouse Davis 41
Lula Roanmore Coak 41
Cecily Riddall Langford 38
Nannie Graham Sanders 28
Rosalia Hagan Sanders 28
Hudson Sator 38
Evelyn F. Satterfield 27
John Saver Delafield 58
Ruth Satterfield Harts 22
Florence Schattner Cather Inst
Retha Scott Bryan 48
Margaret Sherrill Chester 42
Robbie Sherrill Upjohn 48
Nabert Shepherd Green 39
Ann Shires Penner 57
Virginia Skinner Jones 50
Gene Slack 40
Ruth Slack Roach 40
Elizabeth Waterspoon Patterson 19

Ruth Slack Smith 12
Harriet Smith 11
Mae F. Smith 57
Emily Ann Spivy Summers 25
Frances Spahr Hargett 41
Louise Stealey 32
Frances Steele Finney 37
Virginia Stephens Clary 38
John Stewart Station 44
Nancy Stillman Gray 61
Belleward Stowe Abernethy 30
Mary Stillman Bean 33
Ward Swan 26
Mabel Talmage 14
Sarah Tate Tulin 25
Nancy Thomas Hall 58
Frances Tennent Ellis 46
Elizabeth Thraider Caldwell 30
Elizabeth Thraider Baldwin 35
Margene Toppens Johnson 46
Harriet Todd Callard 30
Sara Townsend Pittman 30
Martha Tremble Womersley 44
Roslyn Troch Cook 63
Isabel Truitt Fine 59
Merryn Tucker Merritt 25
Norma Tucker Steward 26
Virginia Tulin Gathen 29
Mary Ann Turner Edwards 45
Elmer Tyle Richardson 39
Ruth VanDeman Varnes 46
Magara Waldron Crosby 16
John Walter Giddard 42
Beth Walton Callaway 47
Rhetica Wammock Krumreiter 70
Catherine Warren Davidson 42
Olivia Weeks Collins 32
Elizabeth Williams Dorsey 54
Elizabeth Williams Henry 49
Martha Williamson Rogers 32
Jeduth Wilson Elliott 48
Rammond Wilson Crac 30
Sandra Wilson 65
Mary M. Winton 41

The Tower Circle is the group of donors of \$1000 or more. Colonnade Club is that group who give \$500 or more. Quadrangle Quorum is the group who contributed \$250 or more. The Mainliners is the group who donated \$100 or more.

Theatre

(continued from page 10)

which included three weeks of film study, was the beginning of a new vocation for Barbara. She says "I was completely fascinated and intrigued." The summer after she left Salem she returned to N.Y.C. to take another course in film.

As part of this course, Barbara produced a twelve-minute short film entitled "Hello World!". It is an expressionistic account of a five-year-old boy's discovery of his city, New York, at dawn. The film captured immediate attention. It received the CINE "Golden Eagle" Award in 1965, the Vancouver Film Festival Merit Award in 1966 and the La Plata Film Festival's Merit Award in 1966.

Barbara then received a scholarship to Columbia University to begin work on her doctorate. Beginning research in theatre for her dissertation, Barbara was soon led into motion pictures. She forged new inroads by gaining permission to research and write on "George Cukor and the American Theatrical Film", rather than some "obscure Renaissance playwright," as her professor had advised. She selected Cukor because of his theatrical background and subsequent Hollywood film career during the 1930's and the advent of sound.

While working on the Ph.D., which

she received in 1969, Barbara taught a variety of courses at several New York colleges. Between 1964 and 1968, she was Instructor of Communications Arts and Sciences, School of General Studies, Queens College; Staff Producer, Summer Motion Picture Workshop, New York University; Instructor of Theatre Arts, Summer Session, Columbia University; Technical Director and Lecturer in English, Barnard College; and Instructor of Theatre and Technical Director, Teachers College, Columbia University.

She further enriched her experience by directing, writing and producing films for the New York Public Library; for TriMod Films, Inc. and for New York University's educational television. She directed plays at Columbia University and served as lighting and set designer for productions at Columbia, Barnard and Teachers College.

Barbara's career thus far reflects her enjoyment of creativity and her willingness to be flexible and to develop the untried sides of her talent. In describing the plays her Salem students produced, Barbara once said, "You'll always get good audiences if you've got good stuff." Her past achievements promise future audiences of many years "good stuff" to come through films and the theatre.

DEATHS

Institute

Ida Hamilton, October 22, 1972.
Carrie Smith Noel (Mrs. L. P.), Summer 1972.
Bessie E. Young Brown (Mrs. Paul F.),
Spring 1972.

1910

Camilla Mandeville Newell (Mrs. J. O.),
Summer 1972.

1913

Florence Smith Sims (Mrs. Joseph T.),
Spring 1972.

1914

Katherine Kennedy Goodman (Mrs. John M.)
April 3, 1972

1916

Cheris Hood Barwick (Mrs. Arthur W.),
July 21, 1972.

1917

Suzanne Ring Uehling (Mrs. Edward),
September 8, 1972.

1921

Sarah Stansell Felts (Mrs.), May 1972.
Scoop D. Hooker, husband of Louise Slack
Hooker, September 15, 1972.

1922

Ellen Lydia French, February 17, 1972.

1924

Agnes Jackson Lindhe (Mrs. Ernest),
Summer 1972.

1927

Mrs. William M. McLaurin, mother of Cleo
McLaurin Baldridge, July 28, 1972.
Lena Stein Lew (Mrs. Milton), April 18, 1971.

1931

Charles Wright, husband of Ditty Winters
Wright, June 1972.

1932

Elena V. Greenfield, Spring 1972.

1936

Helen Tucker Thompson (Mrs. Walter C., Jr.),
August 25, 1971.

1938

Lillian Croft, July 29, 1972.

1940

Goode Stringer Heaslett, father of Polly
Heaslett Badger
Mrs. Eva C. Pirkle, mother of Eva Ann Pirkle
Winter, October 11, 1972.

1941

Joseph Albert, husband of Beatrice Shamos
Albert, September 30, 1972.

1947

Jane Meadows Oliver (Mrs. Carl S., Jr.),
September 30, 1972.

1952

Mrs. Matson A. Heath, mother of Shirley
Heath Roberts, August 2, 1972.

1958

H. T. Williams, father of Catherine Williams
Stall, October 9, 1972.

1959

Richard M. Dexter, father of Margaret E.
Dexter, July, 1972.

1960

Richard M. Hawkins, father of Katherine
Hawkins Linebaugh, January 4, 1972.

1962

William C. Bowen, Jr., father of Carey S.
Bowen, August 21, 1972.
Joyce Townsend Jones (Mrs. Francis Lee),
Summer, 1972.

1969

Mrs. Ben P. Gilbert, mother of Anne Gilbert
Potts, September 24, 1972.

1973

Frances Murray, August 18, 1972.





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GRANADA	COSTA DEL SOL

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NAME(S) _____

(Please indicate first name of accompanying spouse and/or children, if any). _____

ADDRESS _____

ZIP _____

TELEPHONE _____





AGNES SCOTT

THE ALUMNAE QUARTERLY VOL. 51 NO. 2

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AGNES SCOTT



Front Cover: Christie Theriot Woodfin '68 "On Women."

Further Persuasions on Women

by Barbara Murlin Pendleton '40

In the Summer Issue of the *Quarterly* the editors endeavored to explore the role of some women in today's world. This we did with articles and by an interview with alumnae, and, not surprisingly, it evoked some comments — pro and con.

Some valid criticisms emerged: we did not present the view of single women and our treatment of the subject was too superficial. In this issue we attempt to probe more deeply into the concerns of women as they face the tumultuous world of the 70's, shackled by certain aspects of our culture and heritage. At the same time they are feeling the unfettering effects of a liberal arts education combined with the articulation of these conflicts and concerns in the press and by the more vocal members of various women's groups.

We are for the most part products of the Judeo-Christian heritage. Its literature and teaching in the main reinforce (if unintentionally) the negative, passive, humble role of women. Interestingly enough most of the recent texts are written and taught by women. It was Jesus who defied the old and respected laws and rites and proved his respect for women and thereby his belief that they were not unequal to men.¹

Patricia Agnew, of the Washington, D.C. Newhouse News Service writes that schools are the major culprit in perpetuating the idea that women



are inferior. She notes that sex discrimination begins at the time a boy or girl enters school, and that the idea of the superior male and inferior female is perpetuated by the teachers, the vast majority of whom are women.²

It has been agreed that men and women have equal intelligence and creative ability. But society teaches us that femininity is a "passive dependency state," not even necessarily associated with positive mental health.³ At the American Association for the Advancement of Science it was brought out that psychological testing is not always an accurate measurement of male-female motivation. Dr. Aleatha Huston Stein and Margaret M. Bailey of Pennsylvania State University stated that feminine women are not under-achievers, but that the channels they choose are social skills, and that the women who succeed in the traditional masculine areas do so by not following the usual concepts of femininity.⁴

In mature intelligent, analytical women the attitude of society — that of placing women in stereotyped roles — is destined to bring about definite inner conflicts. The woman of today in searching her soul, in exploring the vast corridors and labyrinth of her mind, often yet untapped, in trying to reach conclusions about love, marriage careers, professions has monumental decisions to make. The following articles explore some of the modern dilemmas of our writers.

¹Karen Peterson, *The Atlanta Journal*, March 11, 1973

²Patricia Agnew, *The Atlanta Constitution*, December 7, 1972

³Susan Fogg, *The Atlanta Journal*, January 1, 1973

⁴*Ibid.*

Alums Ask for More -- On Women

To the Editors:

I congratulate you on the focus of the summer issue of the *Quarterly* and on what I understand will be the theme of the winter issue — women, their options in this period of incipient liberation, and the consequences of their decisions. The thrust of the articles struck a responsive chord in me, because within the last year I went through a decision-making period that was somehow one of the most difficult of my life and, in many ways, one of the most important. The question was whether my household would fall apart if I, the mother of a one and a half-year-old daughter, a wife, and a half-hearted housekeeper, should allow myself the luxury and intellectual pleasure of accepting a part-time job I really wanted. Though I had done sporadic free-lance editing since my child was born, I had never worked away from the house for more than one day a week, and the thought of leaving her really traumatized me because of the adjustment I thought she would have to make and of the important time together we would miss.

After much deliberation and discussion with my husband and friends, I decided I owed it to myself to give the job a chance. Ten months later I feel as though I have the best of both worlds; I enjoy my work editing a medical journal and find that for my daughter and me it is, indeed, the quality of the time spent together and not the quantity that is important. As for my husband, he has been totally supportive and is pleased that I am working, partly because I am more satisfied with myself.

I have written this to you not as a testimonial to the joys of working or to sway anyone to my point of view but rather to present for consideration a third alternative to working or staying at home. For women like me who choose neither to relinquish the pleasure of child-rearing from 9 to 5, five days a week, nor to postpone a career until their children are in

school (or out of school), part-time positions are or should be available. If they're not, we ought to take steps to see that the consciousness of the business (and academic) community is raised to the point where such positions are created (for example, by allowing two women to share one job). We've lived with too few satisfactory options for too long; we need all we can create now.

Sincerely,
Linda Kay Hudson McGowan '65
Boston, MA

To the Editors:

How much I appreciate your special issue on women! But frankly, it only whetted my appetite for more. I would be interested in reading an article by an unmarried Scottie and perhaps in hearing from a married woman who is also holding down a full-time paying job.

I felt the issue was a little one-sided in favor of the woman who is fulfilling the traditional role of wife, mother and homemaker and pursuing outside interests on a limited basis. I guess I am one step beyond that stage and would like to explain my position and share my feelings with other readers.

Certainly the child-rearing years are so time-consuming that it would be difficult to juggle too many activities in addition to your home and family responsibilities. However, before long they are in school all day and really take up a small amount of one's time, when viewed as a whole. Why should a woman expect to spend her whole life at home as wife and mother, when there is time and opportunity for her to do otherwise? Why can't family be on an equal footing with career?

Part-time volunteer work may satisfy some women, and certainly phoning 100 homes for your political party, alphabetizing 3x5 cards for

church groups and other dull administrative jobs are necessary for the most worthwhile causes, but they don't leave others with much more sense of accomplishment than polishing all the silver. Of course these jobs must be done to support organizations; I am not belittling organizations nor their accomplishments; I am saying that this kind of participation by the housewife doesn't fill up that hollow spot, and it does, it doesn't last long.

I am convinced we all need long term goals, and in the setting of the goals, the working toward them, the attainment, we receive a sense of satisfaction. This is, of course, for men and women alike, yet women are not forced very often to make such decisions.

Personally speaking, I am at home with my two pre-schoolers, loving part of my life but being frustrated with the other part. In order to broaden my life I abandoned some of my coffee-drinking, chatting-with-neighbors life to join the League Women Voters. There I found interesting and interested women working for changes in government with care and intelligence. Being a member of this group has been important to me, and I shall always be a member; however, it wasn't the kind of work I wanted to do full-time.

Ironically, my position as wife and mother has helped me understand my own goal. I have had the leisure to search my soul and come around slowly to a decision about how I want to spend much of my time ahead. I want to become a child psychologist and I am sure that knowing my children and their friends has helped me come to this conclusion. Having set my goal and started by taking two courses, I am a changed person. I am happy, healthy, and better organized. My children come home from kindergarten to an eager mother, and my husband is delighted and proud of my ventures.

later, when my children are grown, will have an interesting and fulfilling life, as does my husband. I know I will be giving up some pleasures I enjoy now, but I shall always try to be available for my husband and children, to steal time for my hobbies and the League of Women Voters, yet not be dependent upon my husband alone for my satisfaction. I view this as not really giving up anything, but adding to my life immeasurably.

Sincerely,
Sue Amidon Mount '62
Richardson, TX

Thanks to both of you for your suggestions and comments on the *Quarterly*, particularly for your willingness to share with us your ideas, feelings and insights. There are, of course, many paths one might take, depending on her interests, talents, ambitions, and individual situation, and your solutions might or might not be applicable in another case. However, the opportunity to learn what other women are doing and becoming, especially those like you who have chosen the more difficult route — that of combining the roles of wife/mother and professional — is often helpful to others who are searching for the appropriate mix of life-styles and lifework. Your comments also prove that in two instances at least women have been free enough of social pressure and/or personally imposed restrictions to make choices independently. Is not the freedom to make choices true liberation?

—Editor



to the Editors:

While it is good to see the *Quarterly* giving note of the current developments in the changes of roles of women and men in our society, it is disappointing that your issue on "Women" did not report to its female audience the laws already in effect that prohibit discrimination based on sex in all aspects of employment throughout the United States, by any employer of 25 or more, including schools, colleges, state, local, and federal governments, as well as private employers.

The procedure for reporting discrimination and obtaining relief is simple and does not require a lawyer or payment of a fee. The simplest thing is to contact the U.S. Civil Service Commission about federal employment, and the Equal Employment Opportunity Com-

mission for any other. Both are headquartered in Washington. Also, if any of your readers has specific questions about employment, I'd be glad to have them contact me directly at the EEOC Regional Office in Atlanta or through the ASC Alumnae Office. It is my job!

I would like to raise several points in response to the articles:

1. As is usually the case, such terms as "women's liberation," "women's role" are used with no definition as to what the terms mean to the writer. That wouldn't get past a freshman theme conference — at least not 34 years ago and I hope not now.

2. You say the articles give the alumnae who wrote them "the chance to speak for themselves as women." You can't do that! No individual can speak both for "herself" and "as a woman" at the same time. For each of the authors, "being herself" includes "being a woman." No other woman can speak for *me as a woman* any more than I can speak for her. It's the freedom to differ not as *women* but *without regard to being women* that is important. What I want as an individual is not necessarily that which other women want. Our common interest lies in not being restricted by others' choices, in having our limits set by individual limitations (physical, intellectual or whatever) and interests, not by limitations on "women" as a group.

3. The treatments of marriage deal only with the woman whose "full-time career" is that of wife/mother. For some it is good, for others, not. The point to "women's liberation," as I know it from my experience serving on the National NOW Board and working for EEOC and from meeting with women throughout the southeast, is that a woman's choices need not be restricted to either/or — either a "career" or a "housewife," but that she, like her male associates and her own marriage partner, may also have the choice of combining the two into a life which does not deny her satisfaction as an individual human being who happens to be female just because she wishes to develop her talents and use them professionally. "Women's liberation" does not reject marriage or downgrade the roles of wife and/or mother. Expanding opportunities for women make the fulltime wife/mother a free choice, not one directed by economic or social pressures, and permit a combination of the roles

of parent and professional for a woman, without emotional costs to herself, her husband and her children. Hopefully, it will permit men to combine successfully these roles also, again at less emotional and physical costs to themselves. The results could be longer-living men, healthier and happier women, and children blessed with *two real* parents, not a mother and an absent father.

Thanks for listening.

Eliza Paschall Morrison '38
Atlanta, GA

Thanks for speaking.

—Editor



To The Editors:

The Fall 1972 issue of *THE QUARTERLY* reached my address on February 16, 1973.

It winter comes, can Spring be far behind?

Martha McCoy '59
New Orleans, LA

"The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;
Little we see in Nature that is ours."

—Editors (with thanks to W. Wordsworth)



To the Editors:

I have been meaning to write about the *Alumnae Quarterly* for some time now. I believe that each issue is better and more interesting than the previous one and the entire quarterly is a credit to Agnes Scott — and to you. You have had some excellent ideas and have used them to advantage.

Martha McIntosh Nail '23
Albany, GA



To the Editors:

In response to a letter from Dot Medlock Bond about publication of the Agnes Scott Cookbook, I placed



Carey Bowen '62 rings the bell for female freedom and, incidentally for luncheon during '73 Alumnae Weekend.

The Not-So-Tender Trap

by Carey Bowen '62

I have been labeled, variously and often simultaneously, a "woman's libber" and a "sweet southern lady," depending on the attitudes, origins and beliefs of the speaker. Now, not fancying labels, except for inanimate objects and unknown potted plants, I usually take a mild defensive approach and try stubbornly to explain whatever was that brought on the name-calling in the first place. The result is sometimes a lively argument that is surely rather old to those who are aware of the now widely-voiced questions of women's rights, problems, etc. At other times I am ignored, teased, laughed-at or sadistically subjected to a bewildering diatribe on world economics vs. the socio-psychological effects of foreign exchange or worse still, two group "seminars" on baseball and diaper rash.

The reasons for the diverse male and female responses to my statements or to any discussion of women and their recent attention as a group have been much explored in current literature; therefore, I smugly accept the resulting actions or reactions. But the dichotomy implied in the contradictory appellations interests me. Perhaps it means that I speak for "equal-pay-for-equal-work" while waiting for men to open doors or even that I ask for both equal opportunity for professional advancement and the right to bring my man his coffee and homemade cake. On the other hand, it may mean that my definition of female liberation is not militant enough for the proponents, resistant enough for the opponents or passive enough for the fearful. When I ask for liberation, I seek recognition and acceptance as a human being, while dressing, smelling, feeling, loving and relating to others as a woman. That this includes the responsibilities, the rights and the opportunity to succeed and be praised without threat to men as well as to fail and suffer the consequences without "protection," I accept. But that it must preclude my right to the fun, the singular creative opportunity, the joy of being a woman and loving a man, I reject. I agree with those wise men and women who define "women's liberation" as the right to choose a life-style: that of professional, of wife and mother or a

happy, guilt-free combination of both. Rubbish to those women who must leave their family responsibilities, declare their "independence" by denying their femininity, or burn their bras! That method of protest may be suitable for them — I do try to tolerate individual convictions — but give me frilly bras and lacy gowns, four shades of lipstick and silverware under candlelight. Just give me the opportunity to earn the financial means to purchase them and enough self-dignity to share with a man, a relationship that can only be created and sustained through honest communication, challenging intellectual exchange and mutual respect for the worth of each other. If this is simplistic or worse, impossible, it is nevertheless not a compromise. It seems to be the only fulfilling approach and understanding of "women's liberation," "men's liberation," or human relations.

There is, however, a related point which deserves examination in this definition of female freedom. That is the culturally produced but self-sustained frustration which I call the Woman Trap. The fact that I verbalize this thought now means that the women's movement literature has helped me recognize the problem and put my ideas into perspective, but I have long sensed and submitted to this obstacle in my own somewhat sluggish efforts toward maturity.

The woman trap is essentially the psychological barrier which prevents a woman from accomplishing her best, according to her abilities, personality, likes and dislikes. This obstacle stems from anxiety and results in compromise, frustration and often ambivalence. Consequently, the woman trap is one of the most significant hindrances to a woman's liberation — the freedom to make a choice. Liberation is possible only when one is personally free to accept it.

To be more specific, the trap has been for me an unconscious, psychological block produced by environment and social conditioning. A little girl is seldom asked what she wants to be "when she grows up"; she is expected to be a mother. During the formative years, she is handed dolls, taught to cook, and prodded to improve her

The Not-So-Tender Trap

personal appearance, while encouraged to do well in school and in other activities. As high performance is typically seen as preparation for a successful career — in the working world, the conflict is begun early. The young female, therefore, receives garbled messages and double-pronged goals; she often forms two ideals for herself: one in the role of wife and mother and one as successful in a career (difficult to imagine as only someone's wife).

The social conditioning is continued as one grows older. Not only do the hometown matrons inquire immediately upon graduation, "Well, honey, now when are you getting married?" But the single girl soon discovers that society is arranged for couples. Only recently do "nice girls" venture into restaurants and theatres alone. Invitations invariably entreat one to "bring a date." And as one grows older she is increasingly and uncomfortably aware of being a threat to her married friends, presumably because her gay, exciting, rather wicked single life might become attractive to their husbands (as if most single girls would want *that* problem too).

Another kind of pressure for a woman springs from the need for financial security. Economics are for most adults a daily fact of life. The single woman especially must support herself. Why should hers be an eked-out existence, if she is willing to work as hard as a man? By the same token, why should the married woman or the woman with independent means be discriminated against on the pay scale? Bernice Sandler, in an article attacking unequal salaries in the academic world, answers the statement that women do not **need** as much money as men with a question, "Is anyone seriously suggesting that we stop paying people on the basis of merit but begin to pay them on the basis of need?"

Also, there is very little ego gratification in the knowledge that one's services come "cheap." Whether or not material reward is one's objective, success and achievement have always been rewarded with money and prestige. And, historically, most working women have not been equally remunerated or recognized for their labor. Frequently, the results have been that women themselves have not felt their work to be as significant as that of their male colleagues or their husbands. So, of course, they have taken



their jobs lightly; of course, they have felt less loyalty to their employers. Also (and this point will be discussed at some length below), some women do not want to accomplish anything significant for fear of losing their femininity. On the other hand, this inequity has been the motivation for many women to try harder, to be "better" than their male counterparts, partly in hopes that greater merit would produce at least comparable reward as well as personal gratification.

However, until recently, the effect of financial insecurity has been that for most young women — educated or not — joining the labor force was merely a stopgap measure until they found husbands. This is not to say that all females "marry for money" (although one certainly cannot discount that impetus) but that many rationalize their inferior social positions and career opportunities with the knowledge that their "careers" were only temporary and, after all, one is not expected to assume a place in society until she is MR. X's WIFE. Not only has the world missed many contributions, but the conflict of this pres-

ure to the woman who has been taught to value personal achievement and independence is obvious.

But these are not the most important problems; they are simply added twists to the knife. Not only has the female been conditioned to "find a husband before it is too late," but she has a deeper, more basic motivation for seeking a meaningful relationship with a man — the need for love and exchange and the natural results of a love relationship, children. In my opinion, the human desire for love, or more accurately, the fear of missing it, has been the main reason why women have believed and behaved as they have, whether they were content with their situations or not. The passive acceptance of an inferior role — when they were capable and eager to create, to solve scientific, legal, economic problems, to lead politically, spiritually, mentally; the hesitation to make their views known or sometimes even to form opinions; the reluctance to align themselves with the new crusaders for rights, even when these crusaders were not hysterical, militant or extreme — all these are threats to their search for husbands or their endeavors to keep them. Interestingly enough,

some women recognize but seem to ignore the fact that a husband who is attracted only by one's so-called femininity can hardly fill the need for communication, respect and understanding of the real person, the essential factors of a love relationship. He is, nevertheless, a husband. He provides the necessary position in society, the opportunity to fulfill the pre-conceived female goal. Of course, one does not have to be married to find love, but society does not sanction physical intimacy between unmarried people, despite the recent heralding of sexual freedom. And certainly more important, most responsible adults will not consider bearing children out of wedlock.

If these arguments sound trite, they are nonetheless part of the conditioning of a young woman and help to explain one facet of her self-image. The conflict, as mentioned above, comes from the other motivation — the push to achieve, to excel in academic pursuits, leadership and career concerns, the need for ego satisfaction for the woman who thrives on accomplishment and recognition and who enjoys the realm of ideas. That these two goals are no longer mutually exclusive is unimportant if one's self-concept is formed. Many women, myself among them, are still afraid to abandon the ultimate goal of marriage, mainly for fear of remaining unloved and unwilling to discard the dream of an exciting, fulfilling career. Afraid to decide between the goals and too trapped to work for both, they are unable to begin either and end up doing nothing.

An interesting discussion of the anxiety which causes the woman trap was published in an early edition of *MS* magazine. Vivian Gornick's article entitled "Why Women Fear Success" explores the idea that girls are afraid to excel for fear that they will appear "unfeminine." They are afraid to succeed, she says, because they have been conditioned to believe that femininity and achievement are incompatible. This fear, prevalent among women of demonstrably high intelligence, coming from homes where high achievement was much valued, produces an inhibiting anxiety and a subconscious anger. Although the author does not attempt to explain society's reasons for equating passivity with femininity, she makes a strong case for that kind of female conditioning and of the anxiety existent in educated women today. "Our culture has made

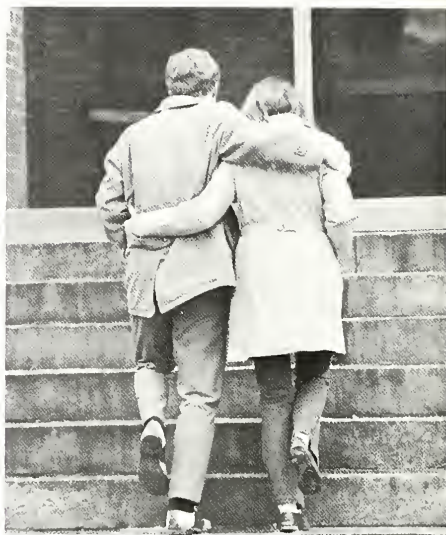


a deep split in the souls of its women, and the result is insupportable anxiety which can bear up only by transforming itself into the malevolence of what is known as passive-aggressive behavior. Behind the 'passive' exterior of many women there lies a growing anger over lost energies and confused lives"²

If Ms. Gornick's theory is correct, this anxiety and fear are an explanation for much of the stifling I have been describing. However, in my experience, the answer is more complicated than just the fear of success, as the effect has been less anger than immobilization, the inability to act. Many women not only hesitate to plan or prepare themselves for a serious career but even fail to define their career objectives. This is not to say that I believe that every woman should desire a full-time career or that the role of wife/mother is not an admirable goal, but that personally, I have hesitated to begin, while stating that I would like to work, to be a professional woman, **whether I were married or not.** Therefore, for the last nine years, I have acutally been "biding my time" in interesting but compromising jobs, waiting for something — the Call or Prince Charming.

Paradoxically, this impasse can influence one's behavior within a man-woman relationship also. It can result in an ambivalence in one's attitude toward marriage. After two broken engagements and numerous almost-serious relationships with men, most of whom would not have been "right" anyway, I have been forced to conclude that subconsciously I did not really want to assume the traditional woman's role either, although I believe in and still aspire to a marriage which involves real emotional investment and the special opportunity to bear and love children. Perhaps the ambivalence could be attributed to fear of a role which could prohibit self-fulfillment — an ironic attitude when one is reluctant to begin that search anyway — but the children of the 40's and 50's grew up before it became fashionable for women to equate their wifehood with inferiority and stagnation. Perhaps this vascillation springs from my own personal neuroses, but I maintain that much of the blame must be placed on the woman trap. So again, I want both to love and to be loved, to enjoy the blessings of a good marriage but fear the wife role, just as I want a career but have been hesitant to begin one.

The solution? No one knows all the answers or the appropriate course of action for everyone, but



I do predict an optimistic future where choice, self-esteem and psychological independence are possible and desirable. There must be hope: after all, I now have the courage and the motivation to explore the problem in print. Maybe today's young women are already free of the woman trap: they appear to be. Maybe only the time to produce a new generation can completely destroy the obstacles. **I am** sure that liberation requires the unhampered desire to accept it. And true freedom is the unquestioned right to have both "worlds" — not necessarily the best of them for that is properly only earned — and the opportunity to choose a life-style, to differ from men as well as other women, and to achieve the most according to whatever unique abilities Providence granted. At the same time, it must include the right to remain a woman, to develop my selfhood through my social relationships, my creativity in whatever realms, and through a union with a man I love, respect and cherish. Human dignity can be acquired but not through the loss of femininity. Not only is the price too high, a vital segment of one's humanness — the special joys and blessing granted to one's sex — is lost.

¹Bernice Sandler, "Why Women Need Less Pay (and Other Myths)," *The Chronicle of Higher Education*, March 12, 1973, p. 9.
²Vivian Gornick, "Why Women Fear Success," *MS*, Spring, 1972, p. 52.

What I Really Want (Freud Would Never Understand)

by Lynn B. Denton '63

Recently the editors of the *Alumnae Quarterly* telephoned to say that the winter issue of the magazine would feature a second group of articles of women's issues and to ask me to contribute something from whatever perspective I wanted to use. Since that time I've sifted through many ideas, trying to focus on concerns which are most important to me as a woman. For example, as a single woman, I still find it a hassle to function in certain circumstances which a man can usually handle so much more easily — like trying to avoid being exploited by an automobile repair service. (Why didn't I learn a few basic facts about cars as I grew up?) And, as a "woman artist," I have experienced certain professional situations in which the seriousness of my commitment was doubted.

However, more important than the fact of these external problems is the way in which they reflect and perpetuate a specifically female condition. They relate to a certain attitude in myself — about myself — which determines my effectiveness in these situations. I guess I'm talking about a belief in my own importance — as a *person* as well as a *woman*. It seems to me that this sense of self-worth has been one of the most difficult to realize and develop, perhaps because it is a quality which our society does not encourage in women.

During my adolescence and even the first few years after college, I was not able to identify easily my real wants and needs in relation to the goals which our culture has told me I should set. I know that young men experience this kind of confusion too, but the importance of their individual talents and work is never questioned by society; their wants and needs are expected to relate to their special gifts, while those of women, as Simone de Beauvoir has suggested, are supposedly defined by their generic nature; e.g., women function more by their instincts or natural tendencies, while men act by their individual powers of reasoning.¹

Having slowly and painfully become more aware of the pressures brought to bear by my family and other social forces, I am at last begin-

ning to feel freer to ask, "What do I want?" And I am beginning to consider more seriously a second question, which is just as difficult, "What is the most effective way to realize it?"

For me as a woman, the first question is still full of conflict; one's early lessons are slow to dim. From childhood, a girl learns that her status in society will not come from what she as an individual can do but from the accomplishments and status of the man she chooses. By now this point is rather familiar to readers of recent women's literature. I can only emphasize its effect on me, as I recall experiences beginning as early as the sixth grade. While my boy friends continued to follow individual interests, I gave up climbing trees with them and gradually began to become preoccupied with ways of making myself desirable to these same tree-climbing male friends.

In college the tendency seems to accelerate. Although at Agnes Scott we were proud of our intellectual interests, we rarely allowed them to obscure the real goal — finding a husband or at least a steady boy friend. (Those few women who did not share this attitude in college can testify, I'm sure, to the sense of isolation they often felt.) By the time a woman is out of college, she is so accustomed to identifying her own ambitions and goals with those of a particular man and/or potential husband that it is almost impossible to feel really self-sufficient. No wonder promising, educated women have been eager to give up everything for marriage without considering whether or not they are getting a fair deal. Incidentally, although I did not marry, I remember that three or four moves made after college were due to the influence of some man.

If, in any case, a woman doesn't choose marriage, there are other inevitable conflicts, for she is not offered alternative ways of satisfying needs which marriage does satisfy. In sexual matters especially, there is a difference between society's attitude toward unmarried men and unmarried women. An unmarried woman who shows a desire for a healthy sex life is still con-

What I Really Want (Freud Would Never Understand)

(Continued)



Lynn B. Denton '63 doing what she really likes.

sidered at least embarrassingly aggressive or at worst immoral, though this has always been considered normal behavior for men. In fact, the life of the "carefree bachelor," however empty, is envied and romanticized, while single women — although no longer thought of as languishing — still must be discreet about any sexual experiences.

Female role expectations, especially those of seeking and finding her identity and goals only with and through her husband — are related to the larger issue of passivity in women. Because as a girl I was supposed to wait for a boy to ask me out, to talk softly, to show little initiative, and to wear clothes designed for looks rather than activity, I realized early that passivity was considered a desirable trait in young ladies. And it was gradually cultivated in social and personal relationships.

The submissiveness inherent in the stereotyped female role emerges as the desire to serve, assist, or support someone else. I always felt very "feminine" when I was comforting my tired or injured boy friends after a rough ball game, even if I did resent somewhat playing such a passive role. Later it seemed easier to spend time helping a special man advance his work than to initiate my own special projects during leisure time.

This attitude rewards a woman with feelings of importance that she can offer much valued tenderness or of virtue that she has sacrificed her own interests to help someone else. The tragedy is that in rationalizing her totally passive actions she is failing to use whatever unique talents she might be able to give to society.

Some of the greatest satisfactions I have felt lately have come as I faced certain decisions I had never felt I could cope with alone (without the help of the man who was special to me at the time, and then found — to my surprise — that my own insights could be trusted every bit as much as his in solving those problems! The result is that I have felt a much greater appreciation of my own unique qualities and a much greater sense of security that they will take me and sustain me wherever I choose to go.

There are other reasons why, as an educated

woman especially, I have received conflicting messages from society. In my work, I have felt less cultural pressure to be "successful"; that is, to make money. The advantage of this indifference is that I have always felt freer to explore creative possibilities in my work and have allowed myself plenty of time to do so. But, on the other hand, this attitude reflects the lack of importance society places on a woman's success in a so-called man's world, a feeling which I'm afraid I have shared myself. Not only does this lack of pressure many times foster a lack of ambition, but it spills over into one's daily life. Why did I grow up feeling that it was not important for me to learn to handle money, just as it was not important to know how to take care of a car? How frustrating to discover how totally dependent I still am in areas which are vital for surviving day to day.

Someday I envision having my own complete pottery and teaching my own students. The idea of managing such a large project is rather frightening. Do I really take myself seriously enough to make a major investment of time and money based on the quality of my work? It would be much easier to support a man who was doing the same thing.

I have been trying to sort out and explain the ways in which society has discouraged my self-development, because I am a woman. But finally I have asked the question, "What do I really want for my life-style, my relationships, my work?" If I can take myself seriously enough to ask this question, I must face the second one, perhaps even more problematic, "How can I most effectively realize it?"

This question and its answer are problematic because in the past desirability in women has been equated with yielding, softness, and a wish to please. In the South, especially I think, this is true. Thus the easiest way women — including myself — have been able to realize power, influence and "success" in a man's world is by tried and true "underground" techniques: a soft voice, a big smile, a special dress. This has meant that only under the very illusion of acceptance and passivity could the opposite feelings be expressed.

Learning to relate to men by various manipulative techniques — when they work — does produce the illusion of power for a woman. For myself this has often been the most comfortable way of trying to get what I want without sacrificing a certain "feminine" image of myself. At the same time the necessity to conceal the intensity of one's feelings is frustrating when relating to men. I was terrified that I would appear overly aggressive and therefore less attractive to men who interested me. This is still a problem for me now: as a single woman I am constantly faced with the possibility of relationships which either do or don't develop. It is hard to realize that I can be at least fifty per cent responsible for what happens (again, that old sense of inequality).

But, more important, I have become more and more aware of the way this game results in the dehumanization of both men and women in denying the validity of certain natural feelings and in treating a person as an irrational creature to be manipulated rather than a person with whom to communicate these feelings. Until there is an acceptance and appreciation by both men and women of the whole nature of the other, there will continue to be a sense of cynicism in the relationship of the sexes in American life.

In summing up these observations, it seems to me that in trying to take myself seriously as a woman in society, I have experienced a tremendous amount of conflict with the roles I was taught were appropriate. In asserting myself directly I have been affected by feeling a loss of "femininity," a guilt in the realization of other people's equally demanding needs or a fear that what my family said I should want might be wiser (at least safer) after all.

It has been very difficult to appreciate the importance of my personal judgment in these circumstances, assuming that I can know what my own judgment is. But I am much closer to understanding myself than ever before and feeling more and more relaxed about taking risks which might offer more creative possibilities for living. And that's where I'm sure I want to go.

¹Simone de Beauvoir, *The Second Sex* (Knopf, NY), 1952



What I Am About

By Belita Eileen Stafford '72

As a result of a request by the editors of the *Alumnae Quarterly* for an article on problems I have faced as a woman and particularly as a black woman, I have given the question a great deal of thought. And initially, I was reluctant to write anything at all, for I just do not have that many problems. Perhaps a psychologist would say that I am not aware of my problems as a woman or that, due to a need to suppress or repress, I refuse to recognize them. However, I do not feel that this is the case, primarily because I am still in school and I think that within the confines of the institution of higher learning, one has the opportunity to achieve the most on her own merits and the problems of male-female equality are not so pronounced as they are in the working world.

My mind goes back to Agnes Scott and what my problems were there. In spite of the academic freedom that we enjoyed, I cannot help but believe that the social restrictions were placed upon us because we were women. And these social restrictions posed a problem. A second problem was my need to question my classmates'

and my own efficacy in terms of a male reference point. I often wondered if we as individuals and as a school were doing as much or more than males in similar situations. A third problem for me at Agnes Scott was the absence of more black students and professors.

Now that I am attending graduate school in social work, an area where women have been in the majority since its beginnings, I have continued to experience personally few problems related to my sex. However, although women historically have dominated the field, men are entering in increasing numbers and certain inequalities have appeared. Men have assumed an inequitable number of administrative positions, the positions of power; for example, most deans of social work schools and heads of social work agencies are men. Therefore, when we consider the fact that women developed casework therapy and expanded it to heights which pervade all aspects of human service, we must recognize the implications of increased male dominance in the vital positions of the field and the effects of frustration this dominance must have on women social workers. Another source of frustration is that in spite of the success of social work and its treatment methods, social work has not received the recognition that it should as a profession. That this is mainly due, I think, to the numbers of women in the field suggests that society considers "typical women's work" to be of less significance than the work done in fields "typically for men."

The irony of this situation is that here is a powerful group of people who can accomplish many things without limitations imposed by sex and without strictly male leadership, but in a way any power derived from success is illusory because men hold the positions of power. If women in social work can begin to realize the power and ability we have and move into the positions of influence, we are "on our way."

Although I may not share the problems of all women to the same degree (if at all), I am sensitive to them, and as long as some women have problems and limitations that affect women as a group, so do I. My womanliness, however, is inextricably woven into my blackness. I, therefore, consider one of my responsibilities, if not problems, to be always alert for undercurrents about blacks. As a black woman, I am caught in the problems and conflicts of my people, problems peculiar to black women and how they and black men relate. And right now, I feel very good and secure in myself as a woman and as a person and what I am about.

Those Women in Law

Sarah Frances McDonald '36

I do general civil practice — meaning, in 1951, when I began practicing law, anything that came to me, including collections, subrogation claims for insurance companies, checking titles to real estate, handling claims and trying law suits involving minor automobile collisions, boundary line disputes, dog cases and divorce suits, all requiring a great deal of work and returning little remuneration. I also did legal research and prepared appellate briefs for my own clients and for other lawyers. In one such instance this resulted in my being allowed to argue another associate's case in the Supreme Court of Georgia — the first time I had appeared before any court. I shall never forget that after preparing for the big day, I went out and bought a sincere black dress and, believe it or not, a beautiful, large, black hat to appear for the first time before the eminent Justices of the Supreme Court. This was a memorable day and I was frightened beyond belief, but I won the law suit.

I have always had a deep interest in wills, estates, administration, adoptions and real estate, and in recent years I have confined my practice more and more to these fields.

I have been blessed in that I have always enjoyed a great rapport with the men lawyers. The Decatur attorneys used to introduce me as the prettiest, most charming member of the Bar, which, for a woman, made "good listening," but I looked at these compliments with a grain of salt since for long years I was the only woman lawyer in Decatur.

I read something recently which expresses the feeling I have always had but have never been able to put into such descriptive words. A fellow woman lawyer said, "I want to be treated as a woman except when I am practicing law, then I want to be treated as a lawyer."

My association in the profession has been largely with men since it has been a male dominated field. The two exceptions have been with two outstanding woman attorneys. I think it

is interesting that at an annual meeting of the Agnes Scott Alumnae Association I had the opportunity to begin to know Ellen Hines Smith '61, and this chance meeting resulted in our forming an association in the practice of law for several years, until her husband Lesesne, took her back to their native Spartanburg, South Carolina. She has since become a judge and I am proud of Ellen and am grateful for the warm and stimulating association we had. The other is my present association with Margaret Hills Fairleigh. We share offices and, as she is one of the finest attorneys I know, I am indeed fortunate. In thinking back over my office associations, I find a very interesting coincidence. First I worked for and later shared offices with Hugh Burgess who was married to Rose Abercrombie X-20, an Agnes Scott alumna. My next associate was Ellen Hines Smith, also an alumna. Following her, Richard A. Hills, Jr. shared offices with me and we still work together. His mother, Doris Dunn St. Clair X-38, is an Agnes Scott alumna.

I have always been deeply interested in and committed to continuing legal education. Actually, any attorney who is not is in trouble since law changes daily and one of the greatest problems and frustrations to an attorney (or any professional person) is keeping up with the deluge of legal publications coming across our desks each day. One of the most practical ways to keep up with one's profession is to attend seminars. In our own local bar association, twice I have arranged seminars on Wills and Administration of Estates. I have served on the Continuing Legal Education Committee of the State Bar of Georgia. We have an outstanding program of seminars throughout the year and have the opportunity to learn from the best in various fields of law. I have the highest respect for these attorneys who give so much time to preparing the courses. And I would like to pay tribute to the legal profession for I have never had a single attorney, the best in the profession, to turn me down when I asked for advice about a problem or asked him to participate in a seminar or to talk to the bar association.



Sarah Frances McDonald '36.

We have once each year a fiduciary seminar which is primarily for attorneys in the field of Estate Planning. At one of these seminars I was chairman of one section, planned the program and presided.

Last year when we received the information and reservation form for the seminar, it contained the usual question: "Will you be accompanied by wife?" Margaret Hills Fairleigh, my present associate, and I were discussing arrangements to go and she showed me her form on which she had struck "wife" and inserted "spouse" since her husband was going with her. I also struck "wife" and inserted "gentleman friend and dog." I sent this to the personal attention of Jim Curtis, the coordinator at the University of Georgia Center for Continuing Legal Education. When I arrived at Sea Palms I went to pick up my badge and Jim handed me two badges: one with my name on it and the other marked "I am Sarah Frances McDonald's dog." I inherited a wonderful Welsh Corgi from our late Director of Alumnae Affairs, Ann Worthy Johnson '38, and I imagine this was the first dog who was ever registered as a participant in the fiduciary seminar.

I have also been Chairman of the Program Committee for the Decatur-DeKalb Bar Association for a number of years and have attempted to plan programs around the various fields of law and have secured speakers of real quality. To keep lawyers abreast of changes in the law, new ideas, new concepts and methods is one of the primary functions of the bar associations.

When I was president of the Georgia Association of Women Lawyers, we spent most of our

year studying family courts. We studied what other states were doing and looked in depth to the pros and cons of such courts. Unfortunately, the climate among Judges of Superior Courts who handle divorce cases and within the Legislature for financing them was not right for acceptance of the idea, but I feel that we certainly will see family courts more widely used.

I am a member of the Atlanta Estate Planning Council, the members of which are those composing the estate planning team, attorneys, C.P.A.'s, bank trust officers and life underwriters. I was the first woman attorney member and I shall never forget the night I went to my first meeting at the Commerce Club. I knew that the Commerce Club was restricted to men, and when I approached the sixteenth floor, I had the sinking feeling that I might be trespassing on hallowed male ground. Fortunately Margaret Fairleigh is the second woman attorney to be a member of the Council.

That brings me to women's lib. I was liberated long ago — the day I began to practice law. I have always had a deep conviction that women are people and that women are entitled to be treated as people and I suppose this belief has paid off because I have no complaint about inequality. I abhor "Ms." almost as much as lavender.

Through the years I have often been invited to speak to groups on legal subjects, usually on adoptions, divorce and family law, and wills, estate planning and administration of estates. My frank friend, Margaret Fairleigh, remarked one day that she noted in the paper that I was making a talk. I admitted this and stated that I had another coming up. She said "You're just shooting off your mouth all over the place." It's good to have a frank friend to put one in one's place.

Often my life gets hectic, filled with pressures, and I feel that I am going off in too many directions, but it surely isn't dull. As a release valve I use my yard, both vegetables and flowers, particularly roses. I call my yard and garden my psychiatrist couch. It costs as much or more for I am sure that every tomato I grow costs \$10.95. I love my home and my "back forty," which one of my two-year-old neighbors labeled "Old McDonald's Farm." I have many friends and fifty-two first cousins so I have many house guests, one of whom calls my place "McDonald's Motel."

Other releases from work pressures are travel and golf, when there is time. I also love to dance and enjoy playing bridge.

Through the years I have been involved in many Bar Association, civic and community projects.

I was Atlanta's Woman of the Year in Professions in 1957. Other highlights were being charter President of Decatur Business and Professional Women's Club, being on the Chamber of Commerce Board and a Third Vice President at one time, and being involved in the affairs of Agnes Scott. I wouldn't swap my association with Agnes Scott for anything. It has been the most delightful, stimulating work outside of the law I think I have ever done. The people are so wonderful and I have never felt that I was wasting my time during the years I served on the Executive Board of the Alumnae Association, the year following my presidency when I was on the Board of Trustees, and most recently, serving as a member of the Alumnae Committee for the Selection of a New President. I believe so strongly and firmly in Agnes Scott that it is sheer joy to be involved in its activities. I even enjoyed asking people for money when I was National Fund Chairman.

One of the greatest joys of practicing law is association with other lawyers. Most of them have quick minds, ready wit and a great store of anecdotes.

Another bonus feature of the practice of law is the freedom to think, speak and act as one chooses. I am beholden to no one except my clients, my professional responsibility, my own conscience and my deep desire to do the best job I can for my client.

Ellen Hines Smith '61

Warrants for murder, assault complaints, and traffic offenses are just part of the daily routine for Ellen Hines Smith '61. Ellen is South Carolina's first and only woman judge — one of the judges of a three-judge court with civil and criminal jurisdiction in Spartanburg County.

Her entry into the field of law came naturally. Her father and older brother are both lawyers. Ellen says her father influenced her interest in the profession. "Not because he wanted me to become a lawyer but looking at him and admiring him so, I wanted to become a lawyer too," she explains.

After Agnes Scott, Ellen entered law school and finished second in her class at the University of South Carolina. She joined Southern Bell's legal staff in Atlanta, then became associated with ASC graduate Sarah Frances McDonald. Later she and her husband Lesesne moved back to Spartanburg and she commuted to Greenville, SC to work. Ellen was the recipient of a Reginald

Heber Smith Community Lawyer Fellowship, attached to the Greenville legal services agency for the purposes of doing law reform, when she received her present appointment.

On the bench Ellen's biggest "shake-up" so far came when a man was brought before her for threatening his wife. Weighing the pros and cons, she decided to allow the man to sign his own bond, rather than to lock him up long enough to find someone else to sign it. Perhaps her evaluation of the seriousness of the situation was wrong; perhaps the result would have been the same even had she kept the man a bit longer; nevertheless, the man went straight home and killed his wife. Sometimes even a judge's most valuable tool, plain common sense, doesn't help. "There are no Solomons any more," she says.

In private life being a judge sometimes has its drawbacks. Ellen probably wouldn't wear curlers to the grocery store anyway, but now she can't. People, it seems, have definite ideas about the conduct of a judge. And, whether she likes it or not, she must maintain a kind of 24-hour dignity.

Ellen has encountered little male resentment of her position. Turning the tables on the saying, she maintains, "I always treat all men as gentlemen until they prove otherwise. And so far they have **all** been gentleman."

She doesn't want to be singled out because of her sex. Of her achievements she says, "I don't believe I have ever set out to prove anything — maybe I have subconsciously — but I really don't think so."

Ellen's personal life is also a success. Her husband Lesesne, who has recently established a real estate agency, Smith-Newcome Realty, is proud of Ellen's accomplishments and has supported her from the beginning. Life for Ellen Hines Smith is filled with the satisfaction of pursuing her personal and official goals.



Lucy Schow Henritze '62

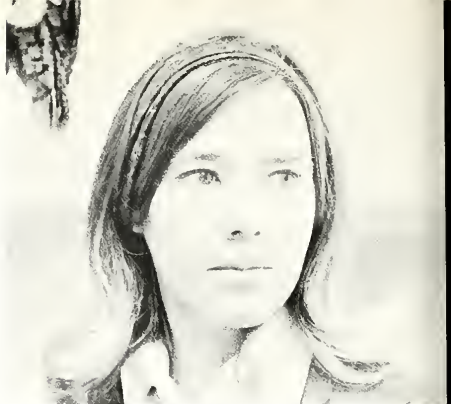
For Lucy Schow Henritze '62, Emory University's first woman law professor, the study of law was a "happy accident". After graduation from Agnes Scott, she was considering working on a Master's degree in English at Emory while holding a full-time job. Classes held during the daytime, however, presented a problem. Someone told her that law school had evening classes, and that's when she decided to investigate the field of law.

She soon learned that all her thinking as an English major had to be revamped. There is no "right" answer in English. "But the law says the correct answer in this situation is — the correct way to think is **this**," Lucy explains. Nevertheless, she found the new discipline fascinating. She began to see law as "an obsessively consuming, absorbing, and very personal affiliation." Forgetting about graduate study in English, she finished law school in 1966.

The next year she was one of 50 lawyers in the country awarded a Reginald Heber Smith fellowship in community law, funded by the Office of Economic Opportunity. Assigned to the Emory Community Legal Services Center, she found that her most satisfying cases involved working with individual clients.

Her favorite client was a black woman who walked in with a final notice of foreclosure on the house she had lived in for 20 years. The woman couldn't read the notice and wanted to know what it meant. She was carrying a shopping bag crammed with every scrap of paper she had ever received, including Christmas cards. Lucy waded through everything in the bag and found the original deed to the house. This confirmed her client's ownership of the house, and the case was settled.

Later, during Lucy's pregnancy, the woman brought her a two gallon jar containing essence of boiled grapefruit rind, which she claimed had



Lucy Schow Henritze '62

given her the strength to bear nine healthy children. The stuff tasted terrible, Lucy says, but her daughter Fairchild arrived normal and healthy.

Altogether Lucy was involved in poverty law seven years, before and after graduation from law school. At the legal services center, she and other staff members often worked from ten to twelve hours a day. She began to feel she could no longer put in such long hours. The sad thing about poverty law, she discovered, is that one can't practice it for a long period without a break, or one becomes calloused. Teaching seemed a good alternative, and she spent a year at Harvard working on an advanced degree.

Lucy is now associate professor of law at Emory's law school. She finds a "cavalier gentleness" in the attitude of men faculty members there. "They tease me, but it is a fond teasing," she says. "Their attitude is, your brain may be as good as mine, but in our personal relationships we are *sull* very, very different."

There is no doubt that Lucy, who is married to a lawyer, loves her profession and excels in it. One of her current clients is a 14-year old girl who is not allowed to play Little League baseball. The world will be hearing from Lucy Schow Henritze.

Letters Continued

an order for one last August, sending my check for \$3.50 for payment. Since that time I have received no information about the release of the book, nor have I received my copy. Furthermore, I have not seen any announcement in the *Quarterly* about the Cookbook.

If the book has been released and my order has been overlooked, I shall

appreciate your sending my copy. If, on the other hand, there is a continuing delay with the printing, a word of explanation will suffice.

Annie Will Miller Klugh X-24
Dallas, TX

To you and the many other alumnae who have inquired about or deplored of the arrival of the Agnes Scott Cookbook, please don't give up hope. The Cookbook is still "in the works" and will be delivered

to all who have placed orders as soon as possible.

As announced in the Fall, 1971 *Quarterly* the initial delay was occasioned by the deaths of the husbands of both the editor and the illustrator. This fact has not caused personal grief and loss but has necessitated a change of printers and format of the book.

The editors of the Cookbook and the alumnae staff appreciate your continued patience in this matter.

-Ed

Alumnae Clubs Meet, Greet, Eat

Eight alumnae clubs met for luncheon on February 24, with members of the faculty or administration as speakers. Three other clubs met in March. Enthusiastic reports from each of the club representatives and the speakers attest to the interest and loyalty of the alumnae, as well as the astuteness and knowledge of the speakers.

The following clubs met on February 24:

Athens, Ga.: Eighteen alumnae met to hear Dr. Paul McCain, Director of Development, enjoy a Dutch luncheon, and learn the latest news of the College.

Augusta, Ga.: Dr. Sandra Bowden, Assistant Professor of Biology was the speaker. She and her husband are delightful representatives of the College.

Birmingham, Ala.: Twenty-two alumnae were present to hear Dr. John Gignilliat, Associate Professor of History, at the King's Inn restaurant. The classes ranged from 1914 to 1972 — one earlier graduate admitted she came just to see what the younger generation is like. The secretary, Mary Ann Hornbuckle, noted that it was a delightful meeting, and that she only got lost once leaving Dr. Gignilliat to the airport.

Columbia, S. C.: Dr. Marie Pepe, Professor of Art, and her husband are guests of the Columbia Club. Dr. Pepe found the twenty alumnae who came to the luncheon at the Hilton Motor Inn to be an interested and enthusiastic group with pertinent questions. They were also eager to hear Dr. Pepe what the South Carolina alumnae were accomplishing.

Louisville, Ky.: There were thirty alumnae present for the luncheon at the home of Helen Wray Cocks. Miss Robin Jones, Dean of Students was the speaker. This was a fine repre-

sentation for the area, the alumnae were charmed with the new dean, and the informal setting was one enjoyed by all.

Memphis, Tenn.: Dr. Kwai Sing Chang, Professor of Bible and Religion represented the College at this meeting, which had a good attendance of about thirty alumnae.

Dr. Chang was asked by his hostess Jean McCurdy Meade, to stay over and teach her Sunday School class the next day (a further evidence of his popularity).

Nashville, Tenn.: Dr. Margaret Ammons, Associate Professor of Education, was the speaker for this alumnae club. The questions were timely and penetrating and the meeting was well-attended.

Washington, D. C.: A large gathering of about 70 alumnae attended the luncheon in McLean, Virginia when Miss Julia Gary, Dean of the Faculty, spoke. Dean Gary was enthusiastic about the interest and loyalty of the club and of their desire to help the College in all the ways they could. The members presented her with a check to bring back to the College which the group had earned through various projects.

Two meetings were held in March.

Macon, Ga.: The Macon Club met on the night of March 8 to hear Dean Julia Gary, who brought her current news of the College. There was a discussion of the problem of strengthening and enlarging the membership.

Marietta, Ga.: This meeting was held March 3, with Mrs. Ann Rivers Thompson, Associate Director of Admissions as the speaker. The Pine-Tree Country Club provided the setting, and about 25 alumnae were present, spanning a number of years. Mrs. Thompson showed the college slide show, and answered questions about the College.

San Francisco Bay Area: Dr. and Mrs. Alston attended a meeting of the Association of American Colleges

in San Francisco in January. On the fourteenth the alumnae of 17 women's colleges were invited to Mills College for a program, and then the alumnae from each college met with their respective presidents. Eight Agnes Scott alumnae were delighted to have this rare opportunity to meet with Dr. and Mrs. Alston.

First Alumnae Council

Bells are ringing for ASC. On Friday, February 2 at 10 a.m., 50 alumnae from all over the country convened for the first Agnes Scott Alumnae Council.

After coffee and cake in the Faculty Club, alumnae were welcomed by President Memye Curtis Tucker '56, who introduced the alumnae and told what offices they held. Barbara Murlin Pendleton '40, Director of Alumnae Affairs gave a brief history of councils at other colleges and the dynamic effect such meetings can produce. The slide show of the college ended the general meeting and was informative, innovative and nostalgic.

Workshops in the areas of admissions, fund raising, class offices, and clubs provided an opportunity for learning, for a spirited exchange of ideas, for suggestions and, hopefully, solutions and answers for questions. A brief wrap-up session was next on the agenda, each group making a succinct report of the main items discussed.

Dr. J. Davidson Philips gave a progress report on the search for a new president during the buffet luncheon in Rebekah. The Dean of the Faculty, Dr. Julia Gary, and the Dean of Students, Miss Robin Jones spoke on academic affairs, new programs and the making of a good alumna. A student and faculty panel gave the group an up-to-date account of student concerns, the enrollment problem, what Agnes Scott can do to attract students, and the extent to

"Where it's at..."

which extra-curricular activities are pursued by students, on and off campus.

The meeting was concluded by an inspiring talk by Dr. Alston on the state of the college and what it can offer in the future. Our thanks go to Jane King Allen '59, Regional Vice-president, and Becky Evans Callahan '60 Entertainment Chairman, and other members of the Executive Board for their efforts to make the events of the Alumnae Council proceed smoothly and to make it a worthwhile venture.

Dr. Marvin Perry Elected New President

On Tuesday, March 22, the Board of Trustees elected Dr. Marvin Banks Perry, Jr. the fourth president of Agnes Scott College. Teacher, author and college administrator, Dr. Perry will begin his duties on July 1, 1973, when Dr. Wallace Alston retires. Dr. Perry is currently the President of Goucher College in Towson, Maryland.

After spending his childhood in Atlanta and Newton, Massachusetts, Dr. Perry received his B.A. degree in 1940 from the University of Virginia. Later he received the M.A. and Ph.D. degrees in English from Harvard University.

Dr. Perry began his teaching career in 1947 at the University of Virginia. In 1951 he joined the faculty of Washington and Lee University, where he became Professor and Chairman of the Department of English. In 1960 he returned to the University of Virginia as Professor of English and Dean of Admissions. He became President of Goucher College in 1967.

He is married to Ellen Gilliam Perry of Lynchburg, Virginia. Mrs. Perry is a graduate of Sweet Briar College and of the Columbia University Library School. Dr. and Mrs. Perry have two daughters: Elizabeth, a senior at Sweet Briar, and Margaret, a sophomore at the University of Virginia.



Dr. Marvin Banks Perry, Jr.

After the extensive and exhausting search by the Committee to Select a New President, led by Dr. J. Davison Philips, Dr. Perry was the unanimous choice of the Board of Trustees. The entire Agnes Scott community, students, faculty, administrators and alumnae, welcomes him and his family and look forward to his leadership in continuing and increasing the tradition of excellence.

Old Mortar Boards Never Fade Away

When the Georgia State University Honor Society, Crimson Key, became a chapter of Mortar Board in February, 1972, they had an active group of Crimson Key alumnae. At the suggestion of the National Office of Mortar Board, they formed the Atlanta Mortar Board Alumnae Club in the Fall of '72 and are now open for membership for all Mortar Board alumnae in the Atlanta area. Virginia Kreuger, President, announces that they have planned a luncheon meeting, frequently with a speaker, on the second Saturday of each month. The dues are five dollars

(\$5.00) a year. Any eligible Agnes Scott alumnae interested in joining the group are encouraged to send their name and address and membership fee to the Treasurer, Mrs. Pat Sartain; 2016 Avis Lane; Tucker, GA 30084 or to Ms. Virginia Kreuger; 2358 Tristan Circle; Atlanta, GA 30329 (telephone: 634-4343).

Atlanta Symposium for Environmental Control Held

by Andrea Helms, ASC News Director

Attended by over 600 people, the Atlanta Environmental Symposium held at Agnes Scott College February 13-15 explored "The Limits To Growth: Implications For the Future" in Atlanta, the United States and the international community.

Designed and organized by two Agnes Scott faculty members, David Orr of the history and political science department and Robert Leslie of the mathematics department, the Symposium was co-sponsored by the Georgia Conservancy, Inc., the Southern Council on International and Public Affairs, and the United Nations Association of the United States of America, Atlanta Chapter. Contributing funds were nine Atlanta area businesses and financial institutions.

Symposium lectures and discussions were based on *The Limits To Growth*, a report of research by an international team of scientists at the Massachusetts Institute of Technology. The science team studied a mathematical systems dynamics model of the world to determine the economic, social-psychological and environmental implications of continued worldwide growth.

The research disclosed that five factors — population increase, agricultural production, nonrenewable resource depletion, industrial output and pollution generation — determine and in their interactions ultimately place limits on global economic and population growth.

These five growth limit factors were discussed during the Symposium by such eminent experts as Jorgan Anders, co-author of *The Limits to Growth*; ecologist-author Dr. Eugene P. Odum of the University of Georgia; Dr. Raymond A. Bauer, economist and professor of business administration at Harvard University; Arsen J. Darnay, director of the Resource Recovery Division, Environmental Protection Agency; Dr. Herman E. Daly, professor of economics at Louisiana State University and proponent of a steady-state economy; and Dr. William B. Harrison, chemical engineer and head of Southern Services, research and development department concerned with all aspects of power generation and utilization.

A highlight of the sessions on international growth was a speech by Maurice Strong, executive director of the United Nations Environment Program who discussed the politics of international environment problems and the recommendations of the 13-nation U.N. Conference for the Human Environment held in Stockholm last summer.

According to the Agnes Scott architects of the Atlanta Environmental Symposium, the conference was designed primarily to stimulate thinking about environmental problems. If the numerous inquiries by governmental agencies, businesses and individuals about synopsis reports on the Symposium are any indication of Drs. Orr and Leslie's success, then the Symposium has surely promoted thought and reshadowed possible action.

CONGRATULATIONS TO DR. FLORENE DUNSTON

Dr. Florene Dunston, Professor of Spanish and Chairman of the Department at Agnes Scott is active in civic and professional affairs and has recently been recognized for outstanding public service. She holds a number of "firsts" for a woman; she is vice-chairman of the Board of



Dr. Florene Dunston

Trustees of Tift College, Chairman of the Department of Foreign Languages of the South Atlantic Modern Language Association, and is among the first four women deacons in the Decatur First Baptist Church. She was named Atlanta's Woman of the Year in Education in 1963. A past-president of the American Association of University Women, she is also listed in *Who's Who in America*. She is to be admired for her outstanding record of service and her contributions to the community, the church, and the professional world.

Paducah Party for Prospects

Paducah, KY Alumna Admissions Representative, Suzella "Sis" Burns Newsome '57 reports that her January coke party for prospective students was a success. Angie Jarrett '71 of the College's admissions staff showed the Agnes Scott slide show to thirteen high school students and answered questions about admissions policies and specifics about the College.

In the evening, after the students

left, Sis and Angie had a repeat performance of the slide show for a few local alumnae. Up-to-date and attractive, the slide show is not only an effective admissions tool; it is also an informative, if slightly nostalgic, treat for alumnae, especially those who have been unable to visit the campus for a number of years.

DANA SCHOLARS PROMOTE CAREER COUNSELING SESSION

On the night of February 28 eight alumnae were invited to the campus to talk with students about their careers, the preparation and know-how involved, and the rewards. The alumnae and their fields were:

Betty Fountain Edwards '35 (Mrs. H. G.) professor and space scientist,

Beverly Kenton Mason '62 — real estate

Ann Avant Crichton — '61 (Mrs. G. T.) — politics — City Commissioner

Adelaide Ryall Beall '52 (Mrs. D. M.) — special education

Myree Wells Maas '42 (Mrs. Joseph) — merchandising

Susan Parken TeStrake '65 (Mrs. Bernard) — social work

Nancy Duval '60 — clinical psychologist

Marilyn Belanus Davis x-54 (Mrs. William) — stock broker

The meeting began with the alumnae giving an introduction concerning their careers and how they chose them. It was interesting to note that without exception, whatever the field, all the women stated that a fine liberal arts education was the best foundation they could have had for their profession. The discussion was witty and spirited. After this general presentation, refreshments were served and the group broke up into individual sessions for a question and answer period. Although the attendance was not large, there was lively interaction between students and alumnae and the Dana Scholars hope to have more meetings next year.



DEATHS

Faculty

Mrs. George P. Hayes, wife of George P. Hayes, former chairman of the department of English, November 29, 1972.
Mr. Edward Ladd, former professor of education, January 23, 1973.

Academy

Louise Minge Cameron.

1907

Bessie Baker Milikin (Mrs. Richard M.), Fall, 1972.

1913

Livia Bogacki Hill (Mrs. Ashby E.), Winter, 1972.

1914

Bertha Matheson Adams, November 1, 1972.

1918

Marguerite Shambaugh Ross (Mrs. Arnold C.), November 30, 1972.

1919

Ross Wilburn, brother of Llewellyn Wilburn, December 26, 1972.

1920

S. D. Hooker, husband of Louise Slack Hooker, September 14, 1972.
Elizabeth Walker Hunter, sister of Jane Walker Wells, December 30, 1972.

1921

Fred Patterson, husband of Ida Brittan
T. A. Branch, husband of Caroline Montgomery Branch, January 8, 1973.

1923

Jessie May Hatcher Cutler (Mrs. C. A.)
Eleanor Hyde,
Hilda McConnell Adams (Mrs. B. R.), December 4, 1972.

1926

Rev. Frederick C. Debele, Jr., brother of
Margaret Debele Maner, July 23, 1972.

1927

Marcia Green, December 12, 1972.
Mrs. S. B. McKinney, mother of Caroline McKinney Clarke, December 20, 1972.

1929

Charlotte E. Hunter, October 25, 1972.

1930

January 15, 1973.
Mrs. Mary Leary, mother of Katherine Leary Holland, Fall, 1972.

1931

Margaret Marshall, January 19, 1973.

1932

Mrs. Norving Green, mother of Ruth Green, Fall, 72.
Mrs. M. O. Hollis, mother of Sarah Hollis Baker, February 18, 1973.

1933

Mary Ruth Rountree Cox (Mrs. Marvin H.), August 29, 1972.

1935

Frances Travis Abbott (Mrs. Fred), October 29, 1972.

1938

Dr. Alexander W. Allison, brother of Nell Allison Sheldon, January 1, 1973.

1940

Thomas Stewart, father of Betty Ann Stewart Dunn, October 19, 1972.

1941

Mrs. Miliard J. Copeland, mother of Freda Copeland Hoffman, December 30, 1972.
Rev. Frederick C. Debele, Jr., brother of Dorothy Debele Purvis, July 23, 1972.
Anita Woolfolk Cleveland (Mrs. Thomas W.), January 11, 1973.

1942

Thomas Stewart, father of Mary Helen Stewart Coffey, October 19, 1972.

1943

Daniel Marshall Holsenbeck, father of Bryant Holsenbeck Moore, January 27, 1973.

1949

Dr. William Gefckken, father of Katherine Gefckken, December 14, 1972.
Dr. Joseph E. Lever, brother of Rebecca Lever Brown, November 13, 1972.

1950

Sara Campbell Harris, February 23, 1973.

1953

S. D. Hooker, father of Peggy Hooker Hartwein, September 14, 1972.

1957

J. H. Easley, father of Harriet Easley Workman, September 19, 1972.

1960

Eugene Alford, father of Angelyn Alford Bagwell, October 25, 1972.

1962

Thomas Gilliland, father of Kay Gilliland Stevenson, January 16, 1973.

1963

Rev. Frederick C. Debele, Jr., father of Anne Debele Herbertson, July 23, 1972.

1965

James Minos Dykes, father of Elizabeth Dykes Leitzes, August 31, 1972.

1967

Romeal Theriot, father of Christi Theriot Woodfin, December 19, 1972.

1973

Frances Murray, August, 1972.

are you going to Spain?
Why not?

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Dr. Alston Retires

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Accomplishing a Vision

by Barbara Murlin Pendleton '40

Dr. Wallace Alston begins a new phase of his life. The editors want to present to our alumnae the vision of the President by a faculty member, by an alumna-trustee, and by a student. An interview with Mrs. Alston, herself an alumna, completes this tribute to this man and his wife who have contributed so much in the life of the College. I did not know Dr. Alston as a student, but came to respect him and to learn from him when he spoke with vigor and intensity to alumnae groups. He was able to keep us aware of the strengths of the College — the continuity of leadership, its faculty and administration and its ability to attract students of high caliber. Above all, he strove to educate and to nourish in alumnae pride in a liberal education and to imbue us with the desire to grow and learn, and to "do something, be somebody."

Eight years ago I came to work at the College as Associate Director of Alumnae Affairs, and later I became Director and Editor of the *Quarterly*. In time I have come to know and value the various facets of his character and ability which the authors have emphasized. His intellect, his spiritual nature, his administrative ability, and his caring for each member of the college community indeed a unique combination in a college president. As he leaves we wish him well and thank him for accomplishing a vision and say with Winston Churchill, "facts are better than dreams."



Alumna Asks for Recollections

To the Editors:

The *Quarterly* has taken on new life with the letters from alumnae. I hope they keep coming and continue interesting.

I have an idea for stimulating a special series of letters if the supply should run dry up. You know how many talks we all listened to at Agnes Scott; I think it would be interesting to try to see how many we can remember anything about. I know I was often delighted with a good speech, but now I find I can remember only three out of the hundreds I must have heard:

1. Marjorie Hope Nicolson, the 17th-Century scholar, on "The Romance of Scholarship." She told of working on an old diary that recorded the baffling disappearance of a pet dog in a walled garden. When she visited the English house where the diarist had lived centuries before, the family were puzzling over the remains of a small animal found in a very old hollow tree that had just fallen. Miss Nicolson described her own ecstasy at being the only person in the whole world, living or dead, who knew both what had become of the dog long ago and whose bones were mystifying the present occupants of the house.

2. Margaret Mead, newly come to fame, telling us at the beginning of World War II how patterns of family government matched those of the nation: the domineering father in Germany had his analogue in the national dictator, while in American democracy the child is ruler of the family, etc. It was a brilliantly witty speech, perhaps the funniest I have ever heard.

3. Howard Lowry, president of Wooster College, basing his whole talk on the fact that the

Eiffel Tower was built in the year Agnes Scott was founded. His point was that the tower, planned for various practical purposes now obsolete, was not nearly so good an idea as the liberal arts college, which continued to fulfill its function long after the engineering feat became a mere curiosity. I'd like to know why these three particular talks have stayed with me from the 1940's, and I'd like also to hear what speeches other alumnae remember in substance (not just generally as having been wonderful at the time).

Eleanor Hutchens '40
Huntsville, AL

Thank you very much for this interesting suggestion and for the beginning. We hope other alumnae will call upon their memories and their muses and respond with more recollections. We will even try to be inspired ourselves.

--- Editors



To the Editors:

I am the new secretary of the class of 1923 and have been exhorted by the members who returned for the 50th reunion to have class news every *Quarterly*. I understand that we have not gotten good coverage.

I remember reading where, because of cost, news items were to be curtailed. In our opinion this is too bad. Alumnae who are still interested in the College have no other way to hear of their class mates, in many instances. I believe the fact that at our 50th reunion we were able to interest thirty members in returning show that there is still interest.

Sincerely,
Dorothy Bowron Collins '23
Birmingham, AL

We appreciate your concern for your responsibility and for the *Class News* section of the *Quarterly*; we would like to plain our position on this controversial subject. It is true that because of constantly rising printing costs, we are condensing class news and using a different format; however, we have "curtailed" the class news only in the sense that we have used an abbreviated prose style. We have, under any circumstances, omitted all alumnae names or important events. For example, if a class secretary sends a page of facts about her classmates, we use all of it unless they have appeared in a previous edition or seem to be in poor taste, but do edit the prose to attain a consistent style. On the other hand, if an individual sends us a page of news about herself (about a friend), we must pick only the pertinent events as an entire column about one person would be both unfair to her classmates and probably embarrassing her. About the space, we could, of course, devote most of the *Quarterly* to class news, but we do have alumnae who are also interested in reading articles about outstanding alumnae, campus events, ideas, problems of women's colleges, of private institutions, of women in general, or of educational and academic topics. Therefore, we have tried to reach an appropriate balance.

If news items are missing, we suggest that there is perhaps a misunderstanding between class secretary and classmate, even a problem with the mails. There also a possibility of a mix-up on deadlines. As stated at the beginning of the *Class News* Section, the deadlines are: September 10 for Fall; December 10, Winter; February 10, for Spring; May 10, Summer. Sometimes the *Quarterly* is arriving; obviously, this is at least in part our fault. (We are sorry and we are trying very hard to get our publication on a more regular schedule.) The problem arises when class secretaries look in the issue which arrives soon after the deadline and finds that the latest news she sent to in not there. If this should happen to you, please be patient and read the following edition; then let us know if your facts do not appear. If news does not get published after two editions of the *Quarterly*, we

in an investigation to discover the
se and culprit.

-----Editors

endum: We do not publish
agements, only weddings; not
gnancies only births—not because we
sider these less than newsworthy but
ause of possible changes.



to the Editors:

have an idea. Why not publish an
umnae directory, as many other in-
stitutions do? You might catalogue us
1) class, 2) area—state and city. It
uld stimulate inter-alumnae com-
munication and facilitate already ex-
isting clubs, I would think. What
uld it take? You already have us
mputerized, and you could sell it
ough the Quarterly. If you can't get
an alumnae directory, I would ap-
preciate knowing why.
cerely,
tie Talmadge Mill '58
mont, MA

nk you very much for the suggestion.
wish we could tell you that we will give
try, but we have already investigated
possibility. Many alumnae have asked
a directory, but unfortunately, there is
e hope right now. First, we are not
mputerized in any way. We do have
umnae addresses typed on metal plates
that we can run them through the Ad-
ssograph instead of addressing
velopes by hand. But there is no com-
er. Also, we have figured the cost of
ublishing a directory. As alumnae must
isted not only by class and location, but
by maiden name and married name, a
ical person would need about six to
e months to do all the addresses and
of-reading. Therefore, the initial outlay
uld not only include publishers' costs
also the expense of hiring an extra
ical employee, and we simply do not
e enough money for such an expense.

Perhaps in the future the College budget
will be more flexible and we could get it
approved for our budget. Until then, we
will just have to wait.

-----Editors



To the Editors:

At the luncheon in April, comments
I heard on the new format for class
news were favorable except that
locations of people with new
positions are omitted. Three different
people mentioned someone listed as
teaching school with no reference to
where, and they felt that more infor-
mation could have been given.

Harriet Elder Manley '61
Decatur, GA

Good Point. However, the omission is
usually not our fault—honestly. We try to
report all interesting or newsworthy facts,
but our abilities are limited by information
received (from secretaries and individuals).
By the way, we're happy that you approve
class news format; it's encouraging.



To the Editors:

I look forward eagerly to each copy
of the Agnes Scott Alumnae
magazine. It is well written and
edited, and all of you do a fine job. I
only wish class news were more ex-
panded.

Nancy Barrett Hayes '62
Newport News, VA



To the Editors:

I like the changes in the Quarterly.
More, more.

Nancy Gheesling Abel '63
Evanston, IL

To the Editors:

I just wanted to let you know how
much I appreciated "The Not-So-
Tender Trap" in the Alumnae
Quarterly, particularly because the
author expressed so many of the
thoughts I had had, but failed to ar-
ticulate, even to myself. I guess false
pride would have inhibited my saying
some of the things Miss Bowen wrote
so I admired her honesty.

Thanks for publishing it!

Terri Langston '69
Atlanta, GA

And special thanks to you for your own
honesty and for taking time to express
your feelings. The author is particularly
grateful as the article was difficult to write,
not only because readable prose does not
come easily but also because it required a
great deal of soul-baring.

-----Editors



Designed by Kathleen Duggan, a crewel kit
of Main Tower is available to alumnae,
and friends. All materials and complete
instructions included. Send check for
\$10.60, payable to Agnes Scott Alumnae
Association; Agnes Scott College; Decatur,
GA 30030.

In Praise From the Faculty



My memory as an instructor at Agnes Scott extends back into the dim past — into days when the faculty, in a college just emerging from the effects of the Depression and the demands of World War II, lived as graciously as it could, but also very plainly. I inhabited, with my parents, a faculty house on the campus which had no central heat and a red clay front yard which was not just innocent of grass but positively hostile to it. My first recollections of Dr. Alston are associated with a most welcome new furnace for the house and later a truckload of rich topsoil which arrived one lovely spring day and which in time produced a morale-building beautiful green lawn. The face of the College has changed in these last twenty years, and now faculty lives are no longer Spartan, but Dr. Alston's concern with the physical surroundings of the faculty has continued to be a source of encouragement.

He has recongnized the importance in these days of dealing considerably and openly with the matter of faculty salaries. It has only been since 1966 that Agnes Scott has joined colleges and universities all over the nation in reporting its salary scale in the American Association of University Professors' *Bulletin*. In 1966 this was an act of courage: at that time our average salary had a rating of D, our minimum C. Today we are by no means at the top of the list, but we have made steady and substantial progress in comparison with colleges of comparable size and quality. Any faculty member today may know what our salary scale is, and be proud that Dr. Alston did not wait to be compelled by law to give women equal pay for work.

Looking back at catalogues of two decades ago, I see that while we have in 1972-73 a larger percentage of men on the faculty and additional departments such as Speech and Drama and Philosophy have been added, nevertheless the relative number of women in administrative posts has actually increased; again a change not compelled by law. At present it happens that both the

r. Alston

Margret G. Trotter, Professor of English

Dean and the Assistant Dean of the Faculty are women, and more women are chairing departments than used to be the case. President Alston's confidence in ability wherever it may be found and his willingness to consider women as well as men for responsible positions of leadership are important in an institution dedicated to the education of women.

With his encouragement, the responsibility of the average faculty member for the conduct and welfare of the institution has been altered. For a number of years the faculty had shown no interest in organizing a local chapter of the American Association of University Professors, and it was only at Dr. Alston's earnest and repeated suggestions that by 1965 such a group was at last formed on the campus. Representatives from Agnes Scott now attend state and national meetings of the organization and make a valuable contribution to the affairs of the College. In the recent search which was undertaken to find just the right successor for Dr. Alston, it was the local chapter of the A.A.U.P. which suggested guidelines which were helpful in establishing a new and more democratic procedure for the search, which came to involve students, alumnae, and faculty members as well as trustees.

At the present time an elected group of the faculty are engaged in formulating a constitution and by-laws so that the faculty may become a more responsible and influential factor in the government of the institution.

There has been a continuing need, of which Dr. Alston is keenly aware, to broaden the scope of the College by making available to students a faculty as able and well-trained as possible, but also representing a diversity of experiences and background. As I look around me at Faculty gatherings or processions on academic occasions, I am pleased to see that we represent different American regions, different countries, different races and spectra of belief in a genuinely liberal

tradition. From time to time we have had the advantage of visiting professors from India — two in biology and two in political science — and some of us have had the experience, also broadening, of teaching in other countries. A liberalized policy of leaves of absence has given the faculty needed opportunities to travel and new and fructifying experiences including post-doctoral study and research.

And travelers have come here, too. As lecturers for varying lengths of time from an academic quarter to a few days, Dr. Alston had brought to the campus outstanding leaders in thought, in the arts, in public affairs. As teachers we have been strengthened and encouraged by association with them, and they have meant much also to the students. Robert Frost, already a confirmed visitor to the campus on his annual Florida migration when Dr. Alston became President, was received by the Alstons as a cherished house guest. Sir John Rothenstein, celebrated director of the Tate Gallery in London, lectured on art at the College in 1969-70, returned as visiting lecturer for another quarter the following year, and has appeared briefly at other times. May Sarton, the noted poet and novelist, was Agnes Scott's writer-in-residence in the spring of 1972. In philosophy Theodore M. Green joined the faculty for a time as a distinguished visiting lecturer, and the very first appointment of a visiting lecturer to serve for a quarter brought to Agnes Scott George A. Buttrick in the Bible Department.

In a changing world Agnes Scott has been changing to. It is a difficult task in the secular world of today to preside over any college, and particularly one with the strong religious inheritance of Agnes Scott. Dr. Alston has faced this challenge with great courage and willingness to confront change. Yet we have always known where he stood—that he was a deeply committed Christian with a humane concern for all individual people.

by Margret G. Trotter



I have never known Agnes Scott without Wallace Alston. All that I have appreciated and cherished about the campus has been so intertwined with the person of its President that to me, in many ways, they are an entity—a fabric in which intellectual resourcefulness, academic vigor, and spiritual acumen are woven together into a variegated and useful whole. Agnes Scott was founded, nourished, supported and led by individuals with lofty dreams and enormous proficiencies; and the Agnes Scott that I know and love has been blessed and complemented by a unique person, Wallace Alston, whose visions and capacities, leadership and sensitivity are spliced compatibly into those ideals which characterize the heritage of this college. To a considerable degree because of this “happy marriage,” we find our college occupying an enviable place in the field of higher education in the United States. She is, without doubt, one of

the finest liberal arts colleges in our land.

Agnes Scott has never been content to tread water. The past has been good, but not too good for her to try to be better. As fruitful as by-gone days have been, there has existed always a restlessness implying that more productive and comprehensive ways could be developed for attaining Agnes Scott's goals. President Alston, assisted by capable administrators, has channeled this restlessness into freshness, into a vision of academic excellence and spiritual integrity, into a recommitment to the authentic contributions that Agnes Scott is capable of making in the lives of young women and in the soul of society at large. Curriculum opportunities, salary increases, sabbatical leaves, administrative responsibility, spiritual emphasis, social guide-lines—all of these areas need constant oversight and improvement year by year to win for the College the accolade “a great institution.” President Alston has addressed himself over and over again to these sensitive, crucial areas of the College's life. His philosophy includes the conviction that a campus community never “arrives” and is satisfied. It is, rather, always on pilgrimage, always striving toward significance, meaning, and worth.

The cliché, “You can't charge for something that is being given away down the street,” is clever and true. Agnes Scott has faced many options through the years concerning the type of institution she would be. The questions of co-education, of specialized education, and others have presented themselves for consideration. Deep in the heart of the President and his associates—faculty, administration, students, alumnae, and trustees—is the conviction that Agnes Scott must never be just another institution, not even just another great institution. She must offer uniqueness. The heritage of her past and the hope of her future are bound up in her struggle for excellence in the liberal arts within a Christian context, in her attractiveness to women of above average intelligence and ability, in her desire to maintain a workable enrollment. In a society where bigness abounds, where people become numbers in files, where television screens replace the student-professor relationship, there is an obvious need for an institution like Agnes Scott. The huge universities as well as the

surgeoning community colleges have valuable and important roles to fill in this complex society, but side by side with them must stand the Agnes Scotts.

The measured dimension of the enrollment at Agnes Scott is conducive to a mutual sense of comradeship and responsibility among the members of the college community. Size, of course, is not calculated simply to produce familiarity. It is planned to encourage faculty-student relationships which will be wholesome and invigorating; for example, freshman courses taught by department chairmen and visiting dignitaries, small classes and seminars designed for depth, and individual independent study.

Agnes Scott has a mission to students that can be realized only if students are persons, not ciphers. And it's her emphasis on personhood which endears her to so many whose lives she touches. It is in this area that President Alston has made one of his most valuable contributions to the campus. His concern for people is legend. At every turn voices are heard describing him—brilliant, strong, courageous—and always at the heart of such feeling is gratitude for his caring.

Because of the academic integrity of President Alston, the competence of the faculty, and the national reputation of both, Agnes Scott has been able to attract to campus some of the most exciting, creative, and articulate spokesmen in contemporary society. It is a delight to see how "at home" Dr. Alston is with journalists, historians, theologians, poets and scholars from all disciplines. Names such as Robert Frost, George Buttrick, Sir John Gielgud, Pauline Frederick, Victor Frankl, W. H. Auden, Benjamin Mays, J. William Fulbright, and many others come to mind as guests of the Agnes Scott community. These great personalities come and go, leaving their mark upon the heart of the campus.

Part of the beauty of such visits is the contacts that the students and other members of the College family have with them. President and Mrs. Alston have been extremely gracious through the years in opening the doors of their home to groups from the campus, allowing them to be exposed in depth to the wisdom and wit of the celebrities. I remember most vividly the visits of Robert Frost and his "love affair" with Agnes

Scott. Frost cherished a deep respect for President Alston and the two enjoyed a memorable, lasting friendship. This friendship is beautifully expressed by Frost himself in a dear note, which is one of my very favorite tid-bits in the Frost Collection in McCain Library. Dated July 23, 1959 and addressed to President Alston, Robert Frost laments his absence at a recent birthday party given in Frost's honor. He concludes the brief letter with the following sentiment: "You know how I feel about your friendship down there at Agnes Scott. . . Ever yours, Robert."

Wallace Alston's leadership ability and his charismatic personality have not been confined to campus. Those of us whose lives have been influenced so greatly by him rejoice with genuine pride over his many accomplishments in the Atlanta area, in the South, and in the nation. As members of the Search Committee to find his successor interviewed some of the cream of the country's academic leadership, it was a very warm and gratifying experience to have them convey to us their tremendous admiration for Agnes Scott's President. Many of them knew Wallace Alston personally; all of them were keenly aware of him professionally. His expertise in education is priceless, and our pride is boundless.

My affection for President Alston finds its deepest roots in an awareness of how genuinely he lives his commitment to the Christian faith. His strength of character is sturdy, yet not "out of reach." No problem or anxiety seems too menial for his compassion. God's love shows in his face, in those piercing yet warm eyes, and in his firm handshake. He prays, knowing that it matters very much for what he prays, and he lifts the spirits of his listeners with his faith, his optimism, and his trust. Because truth is personified in Christ, he feels that the search for truth is not only desirable, but absolutely essential, and he has stood consistently for the pursuit of truth wherever it may lead.

We salute Wallace Alston as he leaves the presidency of Agnes Scott College and achieves the honored distinction of President Emeritus. We wish both President and Mrs. Alston Godspeed. Their lives have enriched ours immeasurably and their years at Agnes Scott "have made all the difference."

In Praise of Dr. Alston

(continued)



Dr. Alston sits with guest author Lucy Brockman '74 during Junior Jaunt festivities

From t by

To be president of a college or university, a person must be many different things—an administrator, and educator, a businessman, and a diplomat, to name only a few. This is especially true of anyone who attempts to run a “top” college, one with the high level of prestige that Agnes Scott has always maintained. The president must be aware of the separate interests of everyone connected with the college, and able to deal fairly with each for the good of the whole community. The demands of a small woman’s college are somewhat greater than those of other schools. This president must fulfill all the requirements of the large university administrator, with the added challenge to personality of the small college. Although every member of the college community judges the president on every aspect of his job, the student’s assessment is based largely on personal characteristics. The availability and frequency of personal contact with the administration is one of the greatest assets of a small school, and the quality of this contact is an important determinant of the student’s college experience.

Judging from Agnes Scott’s reputation as an academic institution, a student expects, when she first arrives, an academic president. He must be all that she anticipated being when she graduates—intelligent, intellectual, scholarly, able to see and feel with understanding, to teach and learn with insight. He must be enthusiastic about learning if he is to excite his student’s imagination. If a student is made to feel that her intelligence is respected and her opinions valued, she will make a greater effort to develop both. There is an aura of the “master” about the college president, the man who can speak intelligently, “off the cuff,” on almost any subject. And it is just as important that he be able to listen.

From the first moment that a girl walks onto the

Students

ian '74

campus, she is assured of her worth as a thinking, reasoning human being. She is treated as an equal by student, faculty, and administration. Every aspect of her life at Scott affirms this respect and equality—the Honor System, open participation in Student Government, and the classroom atmosphere. The Scott student has a voice in the running of the college, and every reason to expect that she will be heard. This certainty makes for considerable ease of communication, and the president should be a part of the process. He must be available and willing to have frequent personal contacts with students.

Ideally, any leader should have some degree of charisma. This becomes a necessity when dealing with people on a close, long-term basis. To deal with students on such a basis, the president must first gain their friendship and respect. He must be able to attract people to come to him, and know how to treat them. The president of a woman's college has to play a variety of roles to his students—from father to friend. Awareness, judgement, and discretion are a part of every contact, and greater understanding should be the result.

All these characteristics make up only the basic outline of the profile of a college president, and, stated as such, they seem rather cold, for all their importance. At Agnes Scott it is the person that counts, and the most important person here for the last twenty-five years has, of course, been Dr. Alston. If I were to list all the things that have made him a good president to students, faculty, and administration, I would start by repeating all that I have already said. But, this is common knowledge to anyone who has had even the slightest contact with him. As a student, I see Dr. Alston almost every day, and not only in Convocation or his office, a circumstance unusual in itself for a busy college president. Over the years, a

multitude of little things, the smallest touches of the person have become familiar and have endeared him to all Scott students.

We all remember, as freshmen, our first appointment with the president, and how scared we were. We walked into the office, and, there, surrounding us, towering above us, were all the books in the world, or so it seemed. Dr. Alston sat there smiling and chatting, and, suddenly, you weren't nervous any more—even if you hadn't read any of the summer reading books. He already knew your name, and he remembered it the next day, too, when you forgot to wear your nametag. It was that kind of caring that gave you that first, warm, good feeling about Agnes Scott.

I still get the same feeling now every time I see Dr. Alston. I think we all do. If I see him at a distance, he always waves, unless he's looking the other way at that moment, waving at someone else. If we meet in the halls, or on campus, he always stops, smiles with such pleasure, and takes my hand while we talk. These are such small gestures to mean so much. They make you feel special, and very warm and happy inside.

These are the things that a student looks for in a president, especially a Scott student. And these small, personally meaningful moments we have all had with Dr. Alston make him so much more to us than just good president. They are the things we will remember for a long time; talking together in the amphitheater, that certain smile or understanding look which eased a heavy day, the prayer he gave for us during exams, or something he said once that touched one's very center. To all of us on campus, Dr. Alston is Agnes Scott, the epitome of everything this college represents. The most important thing he has been to us is an example. If we can live up to these high standards, then each of us will deserve the feeling of pride she gets when she says, "I was one of Wally's girls!"

Madeline Dunseith Alston '28

by Susannah Masten '59

Once she arrived, Madeline Dunseith Alston never entirely managed to leave Agnes Scott.

She entered college in 1924 and remembers her freshman year as "all fun". Those were the days of seated meals, with upperclassmen presiding. Dances were formal affairs. "And that was the day when girls danced with girls," Mrs. Alston recalls.

When she left the following year to transfer to the Atlanta Conservatory of Music, she would never have guessed that she would return one day.

Her sophomore year was a significant one. Recovering from a broken romance, she had vowed not to become involved again for a long time. She loved to dance, however, and couldn't refuse an invitation to a "house dance" at the home of a Decatur friend, Callie Clarke '27. While a lively record was playing, an Emory student, Wallace Alston, cut in. "Later I remembered how nice he was," Mrs. Alston recalls, "and that he did a very good double shuffle, as it was called."

Six years later Madeline Dunseith and Wallace Alston were married and began building a partnership. "So much of me is Wallace," Mrs. Alston says today. "I definitely am my own person, but we just are a little team together."

As first lady of the campus, Mrs. Alston has entertained numerous visitors over the last 25 years, among them Senator William Fulbright, Catherine Marshall, and Robert Frost, who returned many times.

On Frost's first visit she began to learn his way of doing things—that before his campus lecture he wanted only two raw eggs, boiling water, and a lemon instead of dinner, that after the lecture he wanted a glass of ginger ale with sugar added. She learned how he liked his bed made and got used to his troubled walks in the neighborhood at night.

Mrs. Alston has many fond memories. They run the gamut from carrying books across campus as a student to standing in hundreds of receiving lines as the wife of the president.

Looking back at them all, Mrs. Alston says, "Nothing could have been happier than the 25



years at Agnes Scott." She will carry with her her special feelings for the students—"the warmest, friendliest, dearest people,"—as she describes this year's crop. She considers the entire college, in fact—students, faculty, and staff—a family. "We all kind of belong to each other," she says.

Before school closed the Alstons were presented among other gifts, two rockers for their home on Norris Lake, where Mrs. Alston is planning to read, listen to music, and spend time with friends and grandchildren. She and Dr. Alston want to do some bird-watching and learn about wild flowers. And Mrs. Alston hopes to "try to pull the Braves out of the cellar".

Many pleasures will fill the days. "We are going to use those rockers," Mrs. Alston vows.

Yet even in the midst of her new life, a part of Madeline Dunseith Alston will remain with Agnes Scott.

Charlotte Admissions Party-A Bonanza

When the co-ordinators of the ASC Admissions Program asked Randy Horton Kratt '58 to become the alumna representative in Charlotte, she not only accepted the responsibility, but she assembled an able and exciting committee, pooled their ideas, talents and energies, and started the

work in earnest. The culmination of effort was an admissions party which deserves an A+.

On a Saturday afternoon in February, thirty-five people gathered in the lounge of a centrally located church—twenty-two prospective students, the rest, local alumnae and mothers of students. After eating cookies donated by alums, the group sat informally to listen to a dynamic speech by Dr. Margaret Pepperdene, Chairman of the English Department, Agnes Scott College, who outlined the reasons for young women to pursue the liberal arts at women's colleges. According to reports, she "cast a spell over us all."

In her account of the plans, Randy said that the secret of it was very hard work by her committee: Wardie Abernethy Martin '59, Dale Dick Johnson '59, Nancy Edwards '58, Emmie Hay Alexander '56, Sue Heinrich Van Landingham '63, Carolyn Magruder Ruppenthal '58. First they reached local high school counselors at public and private schools, visited the schools, talked with them, and gave out fliers publicizing the meeting with Mrs. Pepperdene. They contacted local alumnae by letter and went to the alumnae meeting, passing out fliers. Then they wrote over 150 letters to girls from the Charlotte area who had written Agnes Scott for information. Finally, they invited every tenth, eleventh, and twelfth grade student they knew—babysitters, church youth, friends' children.

The long-range results of such an affair are uncertain, but the combination of hard work, loyalty, enthusiasm, and good ideas of the alumnae involved, a scintillating speaker such as Mrs. Pepperdene, and intelligent, interested young women can only be positive and hopefully, a plus for Agnes Scott. Hats off to you, Charlotte Committee!

Estate Planning- The Value to You

The purpose of estate planning is actually twofold: (1) to make certain you property goes where you want it to go, and (2) to save money by minimizing estate and death taxes.

Estate planning is becoming more important to an increasing number of people. Why? For one thing, more and more families are accumulating sizable estates. But inflation plays a role, too. In an inflationary economy, even a family with modest income can accumulate an estate well in excess of the \$60,000 estate tax exemption.

Check your own financial situation. Add up the values of your home, your bank accounts, your securities, your business interests, your realty investments, and all your other assets. Then add in the full value of your jointly owned property, the full proceeds of all insurance on your life and any death benefits that may be payable to your family. Chances are your estate is worth more than you may have realized.

Now ask yourself this question: "What happens if I fail to plan my estate carefully?" What happens is this. In effect, the state plans your estate for you. This means your property may not be disposed of in strict accord with your wishes and that there may be considerably less property to dispose of because of heavier taxes.

But consequences such as these can be avoided with careful planning. That's why it's important to familiarize yourself with the various estate planning techniques that are available to you. By taking advantage of trusts, deferred gifts to education, the marital deduction and other techniques, you can, with professional help, devise an estate plan that will accomplish all of your personal and financial objectives.



Dr. Margaret Pepperdene in typical lecture pose



Sue Heinrich Van Landingham '63 introducing Dr. Pepperdene to prospective students at Charlotte party

Estate Planning (continued)

Wills

Perhaps the most essential step in planning your estate is to make certain you have a carefully drawn-up will. Here are a few important points you should know about: wills:

**A will should be made regardless of the size of your estate. Why? Because the smaller your estate, the more important it is to use every penny effectively. To illustrate this point, let's assume you are married and have children. In many states, if you die without a will, two-thirds of your property will go to your children and only one-third to your spouse. If your wish is to have most of your property go to your spouse, a will is absolutely necessary to accomplish your objective.*

**Have an expert help you draw up your will. Some people have the misconception that anyone can draw up a will. But the sad truth is that the average layman does not know all the things that must be considered in drawing up a will. A will is a very technical instrument. And to meet the formalities required by the courts, ex-*

pert assistance is usually needed.

**Review your will periodically. This is very important for at least two reasons. Laws may change. Or, perhaps even more frequently, family circumstances may change. In either case, your will may become outdated, and your personal and financial objectives may not be accomplished.*

**Always seek expert advice in revising your will. Just as the courts require specific formalities for a will to be brought into effect, the same thing goes for revising a will. Failure to adhere to these formalities may cause*

a revised will to be considered void. For that reason, legal counsel should be sought.

This article is published for the information of Agnes Scott alumnae and friends. Its purpose is to point out developments which may be helpful in your tax planning. Through wise planning, you may be in a better position to assist education in these times of great financial need. Anyone wishing additional information on estate tax planning, write to the Development Office; Agnes Scott College; Decatur, GA 30030.

Class of 1923 Has Record for 50th Reunion

by Dorothy Bowron Collins '23

The fiftieth reunion of the Class of 1923 was a glorious success, and broke all records with the return of thirty members and several husbands. Eleven alumnae stayed in the Alumnae House, and it sounded like old days in the dormitories as friends moved from room to room, swapping news, sharing photographs, and bragging about children and grandchildren.

The Alumnae Association's reception for Dr. and Mrs. Alston was delightful, as was the one the Alstons

graciously held in their home honoring our class. The weekend was highlighted by the lovely dinner party hosted by Quenelle and Frank Sheffield at their home. Frank's music was top entertainment and we were happy to meet their lovely daughter and her husband.

Many loved figures and familiar faces were missing from the group, but many relayed interesting messages (see pages 15-16, Class News).

It was a memorable weekend and one that we will long remember.



Record-breaking Class of '23 at Alumnae Luncheon

25th Reunion Celebrated by Class of 1948

by Caroline Hodges Roberts '48

The Class of '48 is the greatest ever! Forty-eight alumnae came back to reminisce and renew old friendships. Some arrived Friday and attended the reception for Dr. Alston and some, private parties. Saturday was The Day:

the luncheon at the College, a "rap-party" at Adele's then an open house given by the "Dalton Gang"—Genie Sims Dykes '48, Mary Manly Ryman '48, Jane Baker Secord '48 and their

husbands; and finally a great dinner party at the Marriott Motel. To those who were unable to be with us—we missed you; come next time. To those who came—thank you; come again.



Faculty Fall Fair Set for September

On Tuesday, September 18, the Agnes Scott faculty wives will repeat their Fair Fall Fair, from 10:00 AM to 3:30 PM in the Main Quadrangle and the Club. They will sell handicrafts, baked goods, potted plants, artwork, Christmas decorations, children's toys, clothes, prints, and many other handmade masterpieces. Proceeds will go to Agnes Scott's Martin Luther King, Jr. Scholarship Fund, an endowment fund established after the death of Martin Luther King, the income from which is used to aid black students.

Susan Parry, Fair Committee Chairman, reports that "the whole world is positively welcome to come and anyone who wants to give us money to work with now will truly be made a saint." The faculty wives would like to invite all Agnes Scott alumnae living in the Decatur-Atlanta area to attend and bring "lots of money."

Another Auction! Another Show!

The Atlanta and Young Atlanta ASC Alumnae Clubs got together again and once more the results were clever, fun, and successful. The Attic, Art and Antique Auction was held at the home of Florrie Guy Funk '41 on Thursday morning, May 10. All alums and non-alums in the Atlanta area were invited. And about 75 ladies and a man gathered to hear Larry Gellerstedt, husband of Mary Duckworth Gellerstedt '46, and Vice-Chairman of Agnes Scott's Board of Trustees and Past President of the Atlanta Chamber of Commerce; Betty Lou Houck Smith '35 and Penny Brown Barnett '32 auction original art work and handicrafts, antiques, sterling silver, various white elephants and special, personal items from ASC faculty members. At 11:30, a homemade basket lunch, complete with yellow and white bandana rib-

bons, was available for a \$1.50 donation. Proceeds from the sale exceeded \$800.00.

Civilisation Films Shown this Spring

On Thursday January 4 Agnes Scott showed the first of the film series CIVILISATION. Written and narrated by Sir Kenneth Clark, the films deal with the history of Western man from medieval times to contemporary times. Produced by the British Broadcasting Corporation and presented by Time-Life Films the series was made available to the College at no cost by the National Gallery of Art. The showings were open to the public free of charge.



Dr. Alston-- The Way We Know You





Jane Preston
Dies in May, 1973

Miss Jane Preston, assistant professor emeritus of English at Agnes Scott and former member of the class of 1921, died May 22, 1973, of a stroke. Miss Preston was a native of Greenville, South Carolina but lived much of her life in Decatur. In addition to her career as a teacher, she was known for her lyric poetry. She published a number of poems, including a collection entitled *Upon Our Pulses*.

Following her death, a memorial funeral service was held on Thursday, May 24, in Gaines Chapel of Agnes Scott College. Dr. Wallace Alston led the simple, dignified service.

A talented and blithe spirit has left us and we quote from her poem "Heightened Hour" as a tribute to her:

"Your class was not mere time from bell to bell:

It was a heightened hour of quick surprise

Our pulses measured as you wove the spell

That gave us ears and that unsealed our eyes."

DEATHS

Faculty

James T. Gillespie Spring, 1973, professor-
emeritus of Bible at Agnes Scott College.

Academy

Franklin J. Cory, husband of Lillian Beatty Cory,
February 19, 1973.

Institute

Pauline Burns Sutton (Mrs. I.H.), April, 1972.
Eva Caldwell Haynes (Mrs. Frank B.), March 5,
1971.

Ethel Colfee Jones (Mrs. George R.).

Sister Monica Furlow, February 12, 1969.

Corinne Simril, February 6, 1968.

Linda Simril Goodwyn (Mrs. Ernest), February 15,
1973.

Julia Smith Sherrill (Mrs. Elva), March 29, 1973.

Emily Trotti Hulsey (Mrs. L. J.), Aug. 20, 1972.

Jessie Glenn Young Norton (Mrs. William M.),
April 19, 1970.

1913

Harlin Tucker, husband of Lavalette Sloan
Tucker, Dec. 10, 1972.

1916

Elizabeth Taylor, Winter, 1973.

1917

Mary Virginia Yancey Fahy (Mrs. Joseph A.).

Celia Grant, Oct. 8, 1971.

1919

Mary Belle Wylds Way (Mrs. D. C.), June 13, 1972.

1920

Sarah Davis Mann (Mrs. Robert S.), Dec. 28, 1972.

1921

William R. Cate, husband of Anna Marie Lan-
dress Cate, Jan. 16, 1973.

Donald Roberts, husband of Frances Charlotte
Markley Roberts, Dec. 20, 1972.

Katherine McRae Moore, Sept. 16, 1972.

Florence Rutherford Kirk (Mrs. F.R.), Feb. 1, 1973

1923

Fred P. Reinero, husband of Clara May Allen
Reinero, May, 1973.

Jessie May Hatcher Cutler (Mrs. C.A.).

Eleanor Hyde.

1925

Margaret Ladd May. (Mrs. Jessie L.), March 2,
1973.

1926

Ruth Liggitt Trotter (Mrs. Henry F.), Dec. 22, 1972.

1929

Katherine Griffith Johnson (Mrs. John K.), Jan. 16,
1973.

Grace McLaurin Blake (Mrs. Herman), March 15,
1973.

1930

Mary Shall Bonham, mother of Eleanor Bonham
Deex, Jan. 26, 1973.

1931

Margaret Marshall, Jan. 16, 1973.

1932

Mary Shall Bonham, mother of Betty Bonham
(Sister Hilda Bonham), Jan. 26, 1973.

1935

Frances Elizabeth Travis Abbott (Mrs. Fred), Oct.
29, 1972.

1938

Ella Ward Allison, mother of Nell Allison
Sheldon, March 19, 1973.

Mary Helen Barrett Coleman (Mrs. Robert M.),
Dec. 4, 1972.

1939

Jane Smollen, Jan. 19, 1973.

1940

Mrs. M. Tracy Paris, mother of Beth Paris
Moremen, Jan. 11, 1973.

1941

Mrs. William S. Butt, mother of Frances Butt
Goodwin, March, 1973.

Anita Woolfolk Cleveland (Mrs. Thomas W.)

1945

Mrs. Homer L. Turner, mother of Mary Ann
Turner Edwards, Winter, 1973.

1957

Selina Hinson Coleman (Mrs. Thomas C.), April
5, 1973.

1961

Dabney Graybill, husband of Beth Fuller Graybill,
Spring, 1973.

1969

David Purdon Murphy, father of Mary Anne
Murphy Hornbuckle, March 25, 1973.



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AGNES SCOTT

ALUMNAE QUARTERLY □ SUMMER, 1973



AGNES SCOTT

THE ALUMNAE QUARTERLY VOL. 51 NO. 3

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Front cover photo-montage symbolizes the beginning in office of the fourth president of Agnes Scott College.

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To the Editors:

I join with the many other alumnae that have expressed their interest in our recent issue on women. I have a particular interest due to my recent involvement in our fight for ratification of the Equal Rights Amendment in the South Carolina Legislature.

Working in the coalition also, I proudly add, were other Agnes Scott graduates, Rep. Carolyn Essig Frederick '28, who introduced the resolution, Margaret Moses Young '64 and Jean Hoefer Toal '65.

Passage of the ERA is vital to all women in the United States.

Discrimination is well documented in the fields of education, employment and financing. It is true that some women have made it — in spite of the system — but we should be able to make it because of the system!

A symbolic statement of equality of rights before the law for all persons regardless of sex deserves inclusion in our Constitution. The 14th Amendment has not been interpreted historically to provide equal protection before the law for women. That was not its intent. If it had been, we would not have needed the 19th Amendment to grant women the right to vote.

Misinterpretation and ignorance of the effects of ERA have influenced the arguments of the opposition. For authoritative documentation of the effects the only reliable source is the Senate Majority Report, Committee on the Judiciary (incorporating the House Report), March, 1972 and the proponents' statements during the debate. Court interpretations will be based on this legislative history. Excellent background information has been produced by the Citizen's Advisory Council on the Status of Women, Department of Labor (Dept. of Labor Bldg., Room 1336, Washington, D.C. 20210). It is available free on request.

I serve on the National Board of the League of Women Voters. As an organization, we are committed to this fight along with other groups such as AAUW, Business and Professional Women, National Organization for Women, Church Women United, Common Cause, General Federation of Women's Clubs. Ratification is our goal; we can't afford to lose.

Please communicate with your state representatives. We need the active and vocal support of all Agnes Scott graduates!

Keller Henderson Bumgardner '53
Columbia, SC

★ ★ ★

To the Editor:

I received the winter issue of the *Quarterly* and very much enjoyed the articles on women. It was refreshing to find that Agnes Scott does, after all, create — or at least doesn't destroy — the Thinking Human Being. It is, nevertheless, too sad that most of us still fall in the category of those who take unnecessarily long to realize what potential we have, and that we should blame ourselves rather than Society for not having done as much with our lives as we would like.

Keep up the good work on the magazine!

Sandy Prescott Laney '65
Longmont, CO

★ ★ ★

To the Editors:

We moved to Germany last winter, and I have been trying to adjust to the new environment with an overworked husband and two pre-schoolers (for whom the move was anything but easy). I have really enjoyed the latest issues of the *Alumnae Quarterly*, as suddenly in the midst of confusion and a stream of widely diverse people, women with whom I feel something in common are speaking out about their ways of "coping," struggling and adapting. It's really great to know — just to know — there are kindred souls. Keep up the good work.

Julie Norton Keidel '64
Frankfort, Germany

★ ★ ★

An Alum "Fights for her Rights"

(From a letter written to Eliza Paschall Morrison)

Dear Ms. Morrison,

I was delighted to read your letter to the editor in the winter edition of

the *Agnes Scott Alumnae Quarterly*. It was like meeting a friend in a strange place, because just the week before I had filed a complaint of discrimination based on sex with the Missouri Commission on Human Rights and the EEOC.

I don't know exactly why I'm writing to you, but reading your letter helped me quite a bit. Filing a formal complaint was a traumatic experience for me . . .

Basically, I guess what I'm trying to say is that although I know I have done the right thing, I'm not completely comfortable with my decision. I'm very sure of myself as a competent, working, professional woman, yet, to have to fight for my rights as such is difficult . . .

Barbara Lake Finch X-59
St. Louis, MO

Our thanks to Eliza Paschall Morrison '38 for her informative letter on women's right and EEOC. We're gratified to know it helped someone, and that such help is available for those who feel they are victims of discrimination.

—Editors

★ ★ ★

To the Editors:

I am excited about the articles recently appearing in the *Alumnae Quarterly*. I feel that Agnes Scott is keeping its traditions but meeting the challenge of 1973 — and what a challenge it is.

Mary Bell McConkey Taylor '28
Grosse Pointe, MI

★ ★ ★

To the Editors:

Congratulations on the continued improvement of the *Alumnae Magazine*. It has become a lively, contemporary report of greater interest to those for whom having a "profession" was not a choice! Millie Lane Berg '58 Career Development Supervisor School District of Philadelphia Board of Education Philadelphia, PA

Beyond Survival

By Barbara Murlin Pendleton '40

A poised articulate scholar swiveled his chair and glanced out at the shiny August leaves. My interview with Dr. Marvin Banks Perry, Jr., fourth president of Agnes Scott College began. I asked him first the question foremost in the minds of many alumnae and faculty members: why were you attracted to Agnes Scott? His answers were concise and to the point: its strong academic tradition; the quality of the people — the students, faculty, administration, staff, and alumnae; the Christian commitment of the College; its location in a dynamic community; and its strong financial position.

At this point it became apparent that a significant factor in his coming was that this college, along with other private, liberal arts colleges, especially women's colleges, is in for some lean years, and that this presents a marked challenge. There are a number of reasons for this: the baby boom is over; there is today some disenchantment of youth with traditional liberal arts education; the gap between the cost of private education and the cost of public education is ever-widening; and most of today's young people appear to prefer a co-educational experience.

President Marvin Banks Perry, Jr.



In response to a question about his plans for Agnes Scott, present and future, he indicated that he had certain aspirations and developments in mind for the College in the tradition of academic excellence. The College can be both demanding and flexible, he maintains — flexible in the area of sound experimentation in a way in which large institutions are unable to be.

Our basic dilemma, President Perry believes, is a moral one — not only in education but in public and private life. Thus education today must be concerned with *more* than intellect. The academic experience, at its best, must be concerned with character and personality as well as with mind. We must help young people not only to learn and to know but to find valid principles by which they can choose what they will love, honor and serve. Of course, this means a broad range of influence stemming from the home and extending to the College community, for integrity can be instilled only by example from parents, friends, institutions; and when students come to college, by the faculty and administration and their peers.

President Perry wants very much to develop at Scott a national and even international student body from varying socio-economic backgrounds. He would also like to have more local students than are here at present. The College needs to become more involved in the community of Decatur and Atlanta in all the cultural aspects of its life by making more widely available to the public our programs of art, music, continuing education and teaching.

A forceful, energetic man begins a new venture with a fresh set of problems and opportunities. He has resources at his command to do an outstanding job and meet the challenges that confront him. He feels that he has a renewed sense of commitment to get on with the task and look beyond survival. Survival is not enough; we are educating for more than survival.

Dr. Perry brings to the office of the president a straightforward mien with an incisive quality well able in this author's opinion to move with the times, to rise to the challenge, to bring us to the broad sunlit uplands beyond survival.

Portrait of the Lady as a Human Being

By Carey Bowen Craig '62

One's first impression of the wife of the new president of Agnes Scott is that of a gracious, interested person. And even if one lays aside observations upon getting to know the woman, the initial impression is no less true. Mrs. Marvin Perry has that rare combination of intelligent awareness of ideas and problems and "down home" warmth which makes a guest feel immediately comfortable. Perhaps her most striking characteristic is that she cares; she is so genuinely interested in others that in conversation with her, one finds oneself launching into long personal narratives. This trait may be seen more broadly in her quickly-chosen project for Agnes Scott; that is, to reverse the tendency of overly modest ASC alumnae not to report their accomplishments to the College. Sincere, alert, concerned, Mrs. Perry is especially a woman whose real human feelings overflow.

Ellen Coalter Gilliam was born in Lynchburg, Virginia, where she spent her youth. Upon graduation from Lynchburg High School, she "wanted to go 'way away' from home," and she explained that, that desire took her twelve miles down the road to Sweet Briar College. After college, she taught a year, as she wanted to "bring light and enlightenment to Virginia." Mrs. Perry described that year as a "challenging situation." She smiled, "They were good to endure me."

Although Mrs. Perry did not discuss her marriage specifically, one of her comments revealed her feelings on the subject: "I must be the luckiest person in the world to be living with a wonderful man like Marvin. Why, just the other day, I lost a contact lens and he spent the afternoon helping me look under everything . . ." and she launched into a very real description of day-to-day life, the place where love counts.

To a query about her life as a college president's wife, Mrs. Perry again softened the stiffness of the question by answering that if one establishes oneself as an "eccentric," one can avoid the traditional, expected role. Hardly an eccentric, she is nevertheless, much too individualistic to fall into a rigid stereotype of what a college president's wife should be.

The Perry's home reflects her blend of dignity and cordiality. It is elegant, with antiques which her family and his gave to them. An English spinet,

which she played as a child; a pair of Edward Hicks chairs, which had belonged to her grandmother; luxurious oriental rugs and magnificent portraits, which had been in Dr. Perry's family, are here as appropriate as they were in the gracious homes they originally adorned. And the atmosphere makes one easily "at home," comfortable enough to eat homemade cake and coffee on the sofa.

Especially does one see the sensitivity of the woman when she talks about or talks to her daughters. Of Margaret, who is working this summer in the University of Virginia library and is planning her junior year (from UVA) in France, she said that she almost told her not to come down to visit because she was afraid that Margaret would be unhappy or homesick. But the visit was a success, "maybe because the people are so nice." And with Betsy, a 1973 graduate of Sweet Briar, who was planning dinner for the family and talking of a trip to an unknown beauty shop, one could see a unique mother-daughter relationship as they talked easily of hair styles, casseroles, and directions around Atlanta. Perhaps she relates so well to her children because she seems to appreciate young women today, because she feels that they have a special "kind of maturity" which makes them "see you as you really are." Whatever the reasons, there appeared no generation gap, no barriers or walls; she said, unhesitatingly, of her daughters, "They are wonderful."

Selfishly, one of the most exciting aspects of the arrival of Mrs. Perry is her sincere interest in the College. Love for Agnes Scott might not be easy for a new president's wife, for a woman whose loyalties might naturally lie elsewhere. But love and concern are obvious in Ellen Perry. She is particularly pleased with the hearty welcome the family received and with the atmosphere of intimacy which springs mainly from the size of the College. She is also impressed by the loyalty of faculty, staff and alumnae whom she has met in all parts of the country; "That is a real compliment to the school." And she likes "coming into a College which, having had religious connections, is comfortable with things other than those purely secular."

And not only does she speak her feelings, she wants to get involved. Mrs. Perry is interested in
(Continued on next page)

Portrait of the Lady (Continued)

encouraging alumnae to overcome their modesty and let the College know what they have done and what they are doing — their achievements and careers, their crusades and contributions. Not merely for curiosity or for Alumnae Office records, these facts need to be known, according to Ellen Perry, for the continuing effort of the College to better itself and to attract more

students. "These facts seem to be the foundation on which our story to the world should be built. Agnes Scott's image is based mainly on what Agnes Scott graduates are doing."

Her warmth, her graciousness, her family love and her concern for Agnes Scott, voiced as a plea to strengthen the image, are facets of the woman who is the wife of the new president. Mrs. Perry said of herself and her position at the College, "I don't mind letting people know I am human." The portrait she painted was true.

The Perry Family — Margaret, Betsy, Dr. Perry, and Mrs. Perry on campus at Agnes Scott.



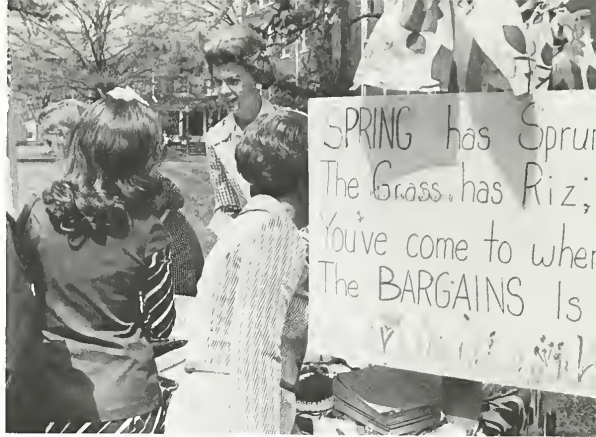
Alumnae Day '73: Parties, Lectures And a Boutique

From the point of view of a semi-detached observer, Alumnae Day '73 arrived and departed much as expected. It had promised the usual dose of laughter, reminiscing, story-swapping, nostalgia, boasting, squealing, hugging and tears of sad-happy past days, and a record number of alumnae returning to hear Dr. Alston's last Alumnae Luncheon speech as President of Agnes Scott College. No one was disappointed.

On Friday night the scene was set in Winship Terrace where alumnae in best bib and tucker gathered to honor Dr. and Mrs. Alston and to socialize. The guests of honor, unruffled and smiling, shook hands and greeted approximately 400 loyal alumnae. Typically, Dr. A. knew most by their first names as well as those of many of the husbands who were eager to meet or renew the acquaintance of the President and his Lady who have represented the essence and spirit of Agnes Scott to so many past students.

The tables were lavish; the hostesses, gracious; the guests, glittering; the reception, a success.

Saturday dawned clear and bright for the traditional alumnae day fare of lectures, luncheon and reunion parties. Sleepy-eyed alumnae chose to attend one of two team-taught classes: "Allas! allas! that ever love was synne!" the medieval setting and message of Chaucer's *Wif of Bath*, taught by Dr. Margaret Pepperdene and Dr. Geraldine Meroney, or "School for Young Children — Pro and Con" taught by Dr. Miriam Drucker and Dr. Margaret Ammons. After class or registration for those late-arrivers who had lingered longer over coffee with old roommates or friends, alumnae "looking not a day older" grouped, gathered, talked and bought original, alumnae creations from the Boutique, manned by Donna Dugger Smith '53 and Anne Disker Beebe



'67 (profits to be used for Annual Fund). And finally, over 600 alumnae, ASC faculty and staff and a few brave husbands met in the now-crowded Dining Room to eat, attend the business meeting and hear Dr. Alston's optimistic speech which brought smiles, a few tears, and a standing ovation.

The crowd was varied and large. They seemed happy to be back, glad to see their friends and still interested in the College, ten, twenty, fifty or even one year later. And from where this writer stood, they were an attractive, aware, exciting group — largely without those "flowered hats." In fact, the only hats in evidence were worn by the class of '72 or '73 — a switch, ladies?

All in all, they seemed to have fun. But is that the reason they come back every year for tenth, twenty-fifth, or fortieth reunions — just to enjoy the lectures and the company? Perhaps they come only to visit, to find out whether or not their classmates look older than they or whether or not others really do have lives as exotic and fulfilling as they sound in *Class News*. Perhaps they come to renew acquaintance with the College, to discover whether modern day students here look as funny and dirty as they do on the front pages, to find out whether Agnes Scott has changed so drastically that they will not recognize it. Or do they come back because they care, because they believe in the kind of education for young women that Agnes Scott offers, regardless of superficial rule changes or dress regulations, because they wish to say again to others and to themselves that they are in the forefront of those who support superior education and stimulating atmosphere for those students who wish to learn and seek themselves for the first time?

Until next year, alumnae . . .

The Class of '38

by Nell Allison Sheldon '38

What a delight it would be to ramble on about the 35th reunion of our class, telling all the news that bubbled out! No room here for that, but we'll share a few special facts, and promise details in the next Class News column.

We who went to the reception for Dr. and Mrs. Alston will never forget the beautiful impressions of that memorable evening. Wish we could all have made it.

Classes next morning brought most of us together to enjoy Dr. Pepperdene's lecture on the "Wife of Bath," and then came the magic moment when we gathered excitedly at the sign of '38 at the Alumnae Luncheon—a record turnout where it seemed order could never come among alumnae greeting and chattering. The following happy 38ers lunched together: Giddy Erwin Dyer, Mary Elizabeth Galloway Blount, Louise Young Garrett, Kennon Henderson Patton, Annie Hastie McInnis, Jeanne Matthews Darlington, Gladys Rogers Brown, Elizabeth Cousins Mozley, and Nell Allison Sheldon. Margaret

Morrison Blumberg dropped by after lunch to visit. It was first time back for some, and we all decided we are maturing gracefully.

Our informal supper party later at Eliza King Morrison's was a somewhat smaller group, but we truly enjoyed each other and news of many 38ers by phone or mail. Eliza and Jean Chalmers Smith joined the original group for supper, and letters were shared from: Pixie Fairly Hupper, Jane Turner Smith, Dot Kelly MacDowell, Gina Watson Logan, Frances Robinson Gabbert, Lib Blackshear Flinn, Ann Thompson Rose, Babbie Adams Weersing, and Mary Alice Baker Lown.

Bee Merrill Holt and Margaret Lipscomb Martin wrote in later, and Ann Wheaton Bower called from California. Main topics were children and grandchildren, travel, Women's Lib, Agnes Scott and vows to make it a large reunion at our 40th—in 1978. So, start planning, you wonderful, loyal, clever 38ers, you! And keep the news coming in.

Summer with the Faculty

Miss Elizabeth Zenn, Professor of Classical Languages and Literature, and Mrs. Marie Pepe, Chairman of the Art Department, conducted a summer study abroad program with twenty-two students in Rome. Miss Zenn taught Roman Art and Architecture and Mrs. Pepe's course was "Art of the Italian Renaissance."

Mr. Jay Fuller, Assistant Professor of Music, attended a seminar in piano teaching at Peabody College.

Miss Elvena Green, Associate Professor of Speech and Drama, attended a colloquium on Directing at SMU. This course was attended by outstanding directors from throughout the country.

Mr. Kwai Sing Chang, Professor of Bible and Religion, went to the Reg Institute of Religious Thought at Reg College, Toronto, attending a course entitled "Theological Critique of Culture."

Mrs. Betsy Kahan, Assistant Professor of Psychology, continued her research on "The Psychology of Women."

Mr. Edward Johnson, Assistant Professor of Economics, conducted research on labor unions and interviewed a number of labor union leaders.

Miss Alice Cunningham, Associate Professor of Chemistry, continued her research on using high vacuum electron spin resonance spectroscopy and rapid scanning ultraviolet-visible spectroscopy at the University of Texas and the Ohio State University.

Mr. Mark Sieghrist, Assistant Professor of English, spent part of the summer in Caen, France doing research on Robert Browning's poem "Red Cotton Night Cap Country."

Mr. Marion Clark, Professor of Chemistry, returned from a sabbatical quarter at Stanford University.

Miss Margaret Ammons, Associate Professor of Education, taught in the graduate school at Emory University.

Miss Penelope Campbell, Associate Professor of History, studied German



Georgia State University.
 Mr. John Gignilliat, Associate Professor of History, is writing a book and will continue work on it during the next fall quarter.
 Mr. Paul Mills, Associate Professor of Sociology, was involved in a research problem at the Retail Credit Company and utilized the help of several students.
 Mr. William Weber received the M.D. degree in June from Columbia University in the field of economics.

'Scott's Bazaar... bargains unlimited'

In an effort to procure both funds and favorable publicity for Scott, the Young Atlanta Alumnae Club, with the cooperation of the Atlanta and Decatur groups, is planning a bazaar. To be known as 'Scott's Bazaar... bargains unlimited,' this major event will take place October 27 at 10:00 A.M. at the new Cates Center, 110 E. Andrews Drive, NW. We hope everyone in the Atlanta area will come and bring friends (and money). The items in the bazaar are being handmade by alums and will cover everything from Christmas stockings and art work to plants and baked goods. We will have fabric covered picture frames, beautiful shell necklaces, eggagge racks with bangle straps, and painted flower pots, Christmas decorations — everything you will need to do your Christmas shopping early. Many talented Atlanta area alums are contributing their unique masterpieces. Additional volunteers could call Christie Theriot Woodfin 355-2525.

Sixty-threers Return in Record Numbers

by Cheryl Winegar Mullins '63

Elizabeth Thomas Freyer and Valerie McLanahan Goetz were hostesses for union parties held for the class of 63 at its 10th reunion in April. The following class members attended the union festivities: Nancy Abernethy Underwood, Virginia Allen Callaway, Annie Bailey Graves, Sally Bergstrom Jackson, Judy Brantley, Rocky Bruce Jones, Cornelia Bryant, Cicie Callaway Majoros, Pat Conrad Thwarz, Sandi Creech Birdsong,



Sarah Cumming Mitchell, Lynn Denton, Nancy Duvall Hargrove, Kennette Farlowe Brock, Susie Favor Miller, Mary Jane Fincher Peterson, Betty Ann Gatewood Wylie, Nancy Gheesling Abel, Lucy Gordon Andrews, Mary Ann Gregory Dean, Margaret Harms, Edith Harrison Hays, Sue Heinrich Van Landingham, Carol Hickey, Ellen Hodgson Oakes, Sandra Johnson Barrow, Ina Jones Hughes, Lelia Jones Graham, Irene Lavinder Wade, Page McGavock Kampmeier, Valerie McLanahan Goetz, Anne

Miller Boyd, Lynn Morley Baldwin, Pat O'Brian Devine, Kaylynn Ogburn Kirkland, Kay Robertson Skidmore, Sally Rodwell Whetstone, Cottie Slade, Kaye Stapleton Redford, Maxime Stubbs Warlick, Lydia Sudbury Langston, Elizabeth Thomas Freyer, Mary Beth Thomas, Margaret Van Deman Blackmon, Louisa Walton McFadden, Lydia Wammock Thompson, Cheryl Winegar Mullins, Deedie Withers Estes, Mariane Wurst Schaum, Louise Zimmerman Austell. Fifty class members had a marvelous time!

Class of '28 Back for 45th Reunion

By Martha Lou Overton '28, Class Secretary

Our forty-fifth reunion was a memorable occasion on April 14, 1973. In fact, several of us attended the delightful reception for Dr. Alston on the night of the 13th. Then on the 14th, there was the enjoyable Alumnae luncheon with the following

present: Louise Girardeau Cook, our president, Emily Cope Fennell, Carolyn Essig Frederick, Muriel Griffin, Margaret Keith, Elizabeth McEntire, Martha Lou Overton, Dr. Evangeline Papageorge, Elizabeth Roark Ellington, Mary Sayward Rogers, and Josephine Walker Parker.

Immediately after the luncheon and business meeting we gathered at the home of Louise Girardeau Cook. Her home is filled with gorgeous hand-painted china, painted by Louise herself. The floors are covered with handsome Oriental rugs. Collecting them is one of her many hobbies. Delightful refreshments were served by the hostess and co-hostess, Martha Lou Overton. Although she was unable to attend the luncheon, Irene Garretson Nichols joined us for this affair and later at Rich's, North DeKalb Mall, where we had a most enjoyable dinner together.





1918

Alpha Green Daniel (Mrs. Eugene L.), March 22, 1973.
Larry B. Letford, date unknown.
Larry Little Clark (Mrs. James W.), date unknown.
Alie Morrow Croft (Mrs. Robert M.), July 13, 1973.
Lia Smith Sherrill (Mrs. Elva), March 29, 1973.
Ancy Whelstone Scarboro (Mrs. W. H.), 1969.

1905

Alie Smith Leary (Mrs. William), date unknown.

1906

Alie Poole Morris (Mrs.), date unknown.

1907

Ane Foscue Patton (Mrs. Roy B.), March 25, 1973.

1908

Argie Stribling Tuck (Mrs. Oscar), date unknown.

1909

Ah K. Brown, date unknown.
Cy Childress, date unknown.
Aril Wilkinson Evans (Mrs. John T.), Nov. 19, 1972.

1912

Alth Slack Smith (Mrs. Hazen), May 14, 1973.

1915

Almie Pope Bryan Scott (Mrs. Milton Candler), week of June 25, 1973.

1916

Alristine Hooper Collier (Mrs. H. L.), date unknown.
Alry Van Arsdal Pitkin (Mrs. Edward M.), June 8, 1972.

1917

Ah Conyers Westerveldt (Mrs. M. C.), March 1973.
Ane Kyle McLaughlin (Mrs. Samuel B.), date unknown.

1918

Marguerite Shambaugh Ross (Mrs. Arnold C.), date unknown.

1921

Hodge Havis, brother of Dorothy Havis McCullough, April 5, 1973.
Donald Roberts, husband of Frances Charlotte Markley Roberts, Dec. 20, 1972.
Edna Katherine McRae Moore (Mrs. Kenneth F.), Sept. 10, 1972.
Florence Rutherford Kirk (Mrs.), Feb. 1, 1973.

1926

Ruth Ligin Trotter (Mrs. H. Frank), Dec. 22, 1972.

1928

Elizabeth Cole Shaw (Mrs. Charles), May 20, 1973.
Louise Geeslin Brosnan (Mrs. William), July 5, 1973.

1930

Lillian Dale Thomas, April 26, 1973.

1932

Elizabeth Willingham Crump (Mrs. J. Taylor Ellyson), March 25, 1968.

1939

Robert Edwin Carpenter, husband of Sarah Cunningham Carpenter, April 13, 1973.

1957

The editors regret that we erroneously reported the death of *Selina Hinson Coleman* '57 in the Spring issue of the *Quarterly*. Her daughter, *Christie Coleman* died in an automobile accident on April 5, 1973.

1965

James T. McClung, father of Marcia McClung Porter, date unknown.

1967

Fletcher D. Felker, father of Anne Felker Cataldo, June 26, 1973.

*Miss Gillian Ne
Library*

**THERE'S A
NEW YOU
COMING

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GREAT SCOTT
WAY!**

**Break out – to the 1973-74
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November 1 – 2**

**Class Secretaries
Alumnae Reps**

**Class Presidents
Executive Board
Club Presidents**

National Past Presidents





For Reference

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